DOCUMENT RESUME

ED 084 421 95 CE 000 599

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TITLE Report to the Wisconsin Department of Public Instruction of the Results from a Student Opinionnaire Concerning Career Education in the Public Schools of Eau Claire, Wisconsin in December 1972 and May 1973.
INSTITUTION Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE 3 Aug 73
GRANT OEG-0-72-0921
NOTE 122p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Attitude Tests; *Career Education; Curriculum Development; Opinions; *Program Evaluation; *Questionnaires

ABSTRACT

The purpose of the study was to determine the degree of success being attained by teachers who have had the benefit or participating in a three-week career education summer workshop in (1) teaching the basic career development concepts listed with the scope and sequence model in Wisconsin's "K-12 Guide for Integrating Career Development Into Local Curriculum," and (2) accomplishing the goals of each of the components of career education. The project personnel developed an evaluation instrument which consisted of 58 statements to be answered strongly agree, agree, disagree, or strongly disagree. Data were gathered in December 1972 and May 1973 for grades 3, 5, 6, 7, 9, 10, 11, and 12. Responses are reported by grade and sex. Approximately three-fourths of all student responses to all items from all grades were positive in May; however, grade group responses reveal considerable divergence. Effectiveness of component categories is shown. Conclusions and recommendations point the way to future career education activities. (MS)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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# REPORT TO THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION OF THE RESULTS FROM A STUDENT OPINIONNAIRE CONCERNING CAREER EDUCATION IN THE PUBLIC SCHOOLS OF EAU CLAIRE, WISCONSIN IN DECEMBER 1972 AND MAY 1973

Prepared by

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Wisconsin Department of Public Instruction

in conjunction with a USOE research and development project in career education, project No. V261027L, grant No. OEG-0-72-0921, conducted under part C of public law 90-576

under the direction of

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

ACKNOWLEDGEMENTS

Recognition should be given to the many persons involved in the construction of the student opinionnaire, in its administration, and in the processing of resulting data.

Eau Claire persons involved in the construction of the instrument along with DPI's career education coordinator were Clifford Stanford, Administrative Assistant for Federal Projects, and three counselor/consultants for career education, James Bowman, Tom Frisbie, and Ian Smith. Olga Martin, Elementary Supervisor, and several elementary and secondary teachers in the 1972 summer workshop also contributed their expertise. Others providing input and suggestions were Dr. Dan Norton, Educational Testing Service, Dr. Orville Nelson, University of Wisconsin-Stout, and Dr. Robert Ristau, University of Wisconsin-Madison.

The fine cooperation of the above project staff in Eau Claire, and the many teachers involved in administering the opinionnaire in both December 1972 and May 1973 was greatly appreciated.

Recognition is also due David Anderson and Richard Peterson of the data processing departments of North and Memorial High Schools respectively for their personal contributions and to their students who helped by key punching the responses. Special thanks go to the business education students at Eau Claire and DPI personnel who helped with the necessary hand processing of data to make this report possible.

Special typist for this report was Ella Hornick and it was duplicated in DPI's copy center.

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# CHAPTER I

## INTRODUCTION

### I. BACKGROUND AND SETTING

In September 1971, the U. S. Commissioner of Education announced his decision to turn over to the states a supplemental allocation of $9 million from his discretionary funds for use in research and development projects focused on the establishment of comprehensive career education programs. Wisconsin's share of this allocation was $186,744; and the Wisconsin Board of Vocational, Technical, and Adult Education and the Wisconsin Department of Public Instruction agreed to establish Wisconsin's K-Adult career education project at Eau Claire, involving both the public schools and the District One Technical Institute.

One reason for choosing Eau Claire as the site for this R & D project was the fact that the public schools were already involved in career education. One of their career counselors had participated in a study committee appointed by the state superintendent of public instruction which produced Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum in August of 1970; and they had conducted one of ten local workshops to pilot test the state guide in the summer of 1971. In this workshop, they produced Eau Claire's K-12 Career Development Guide, and during the 1971-72 School year they were already engaged in implementing this guide with several of their teachers. In addition, the above career counselor and their local vocational education coordinator were team teaching a graduate course in career development to

interested teachers and counselors for the University of Wisconsin-Stout Extension.

The 18 month project which was approved for Eau Claire by the U. S. Office of Education, effective from February 4, 1972 to August 3, 1973, enabled the public schools to accelerate their plans for implementation, and it made it possible to involve the District One Technical Institute in an articulated K-Adult program. Plans were immediately begun to hold a joint three week summer workshop in 1972, including two participants from each grade level, K-6, and two from each discipline, 7-12; and representatives from each division of the technical institute.

In this workshop, the technical institute developed its basic guide for career education and began work on several other items described in their report. The public school participants took their existing curriculum and identified many learning activities that could serve to teach certain career development concepts along with subject matter. These were recorded in 17 supplements to their first year's guide. These supplements included one for each grade, K-6, and one for each discipline, 7-12; plus two excellent guides for career education for special education students, K-6 and 7-12.

During the 1972-73 school year, both the technical institute and the public schools actively pursued their respective goals and objectives.

Evaluation of each component of this research and development project was to be conducted by local staff, by state level consultants, and by a third party evaluator. This report shows the results of an

attempt on the part of the Wisconsin Department of Public Instruction's Career Education Coordinator to measure the effectiveness of the program, K-12.

## II. PURPOSE OF STUDY

The purpose of this study was to determine the degree of success being attained by teachers having had the benefit of participating in a three week career education summer workshop:

1. In teaching the basic career development concepts listed with the scope and sequence model in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum, and
2. In accomplishing the goals of each of the components of career education as outlined in the guidelines accompanying invitations from USOE to submit letters of assurance for research and development projects in career education.

Specifically, the career development concepts to be introduced in grades K-3, developed in grades 4-6, and emphasized in grades 7-12 were:

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes, and values.

The concepts to be introduced in grades 4-6, developed in grades 7-9, and emphasized in grades 10-12 were:

8. Occupational supply and demand have an impact on career planning.

9. Job specialization creates interdependency.

10. Environment and individual potential interact to influence career development.

11. Occupations and life styles are interrelated.

12. Individuals can learn to perform adequately in a variety of occupations.

13. Career development requires a continuous and sequential series of choices.

14. Various groups and institutions influence the nature and structure of work.

The concepts to be introduced in grades 7-9 and developed in grades 10-12 were:

15. Individuals are responsible for their career planning.

16. Job characteristics and individuals must be flexible in a changing society.

The specific components of career education outlined in USOE's policy paper AVTE-V72-1 of September 7, 1971 were:

1. A strong guidance and counseling component.

2. Programs designed to increase the self awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.

3. Programs beginning at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

4. Programs beginning at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

5. Programs at grade levels 10 through 14 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

6. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

Each LEA was required to include a strong guidance and counseling component, but was given the option of selecting any or all of the remaining components. In the letter of assurance submitted to USOE on October 11, 1971, it was indicated the Eau Claire project would be accountable for all of the components listed except for the job preparation component. However, the Eau Claire staffs have been definitely engaged in this component along with the rest. Thus, for our purposes at DPI, a few items concerning career preparation were also included in the instrument used.

## III. PROCEDURE

### Development and Administration of the Instrument

In the absence of evaluation instruments on the market, the DPI Career Education Coordinator and local project personnel set about developing their own. It was decided to list several statements related to expected outcomes of career education and ask students to react to them by checking whether they strongly agreed (SA), agreed (A), disagreed (D), or strongly disagreed (SD) with each statement. These statements reflected both the career development concepts and USOE's components of career education listed in the previous section; and they were categorized

according to USOE's components.

After much discussion among key personnel of the project and between them and summer workshop participants, University of Wisconsin personnel, and the project's third party evaluator concerning the validity of each statement for the project, the appropriateness of each statement for specific grade levels, and the simplification of language for those items to be administered to younger students, the final instrument was reduced from 70 to 58 statements, and the following decisions were made:

1. All statements would be worded positively.

2. Only students studying under at least one teacher who was a participant in the previous summer's workshop would be asked to respond to the "opinionnaire," since our intent was to determine the effectiveness of career education under teachers who were familiar with the career education approach.

3. K-2 children would not be asked to react to the statements due to lack of sufficient maturity.

4. Elementary school children, grades 3-6, would be asked to react to the first 20 statements in the opinionnaire.

5. Junior high school students would be asked to react to the first 35 items.

6. Senior high school students would be asked to react to all 58 statements.

7. Students from all grades, 3-12, would be asked to react to statements concerning self awareness, attitudes towards the significance of work, and occupational awareness and orientation.

8. In addition, junior high school students would be asked to react to statements concerning occupational exploration and planning.

9. In addition to those covered by the elementary and junior high school students, senior high school students would be asked to react to statements concerning preparation and placement.

10. The opinionnaire would be administered in the late fall of 1972 and late spring of 1973, to provide formative data as to how well the project was meeting expectations and to determine areas in need of improvement.

Statements Seleccted for Instrument

The following statements appeared in the final instrument in the order of item numbers indicated. However, they are grouped below by components of career education and general grade level.

Self Awareness:

All Grades, 3-12:

1. School helps me discover what I like to do.
2. School helps me discover what I can do.
3. In school I am learning to think for myself.
4. In school I am learning to do things on my own.
5. In school I am learning to work with other people.
6. I can do some things very well.
7. I like to do some things better than others.
8. When I plan something, it usually turns out okay.
9. Most of my teachers like me.
10. Most of my classmates like me.

Grades 7-12:

21. School gives me an opportunity to explore and develop some of my interests.

22. School has helped me gain self-confidence.

Grades 10-12*

36. School has helped me recognize my strengths and limitations.

Attitudes Toward the Significance of Work:

All Grades, 3-12:

11. Doing good work makes me feel good.
12. I think many people get a lot of fun out of their work.
13. I look forward to working on a job some day.

14. I have learned about the need for people doing many kinds of work in my community.
15. I have learned about the importance of work in the world.
16. I have learned how things are made and sold in this country.

Grades 7-12:

23. I think I will like working on a full-time job as an adult.
24. Most of my teachers have helped me become aware of the different meanings work has for different people.
25. I have learned why and how workers cooperate among themselves and with their employers.
26. I look forward to using the money I will earn from an adult job to provide for my family.

Grades 10-12:

37. I have learned how the needs of society have created jobs.
38. I believe work can meet personal needs as well as those of society.
39. I have learned about the influences of labor, management, government, and public opinion on the nature and structure of work.
40. I have learned how job specialization makes workers dependent upon each other.
41. I have learned why and how the job market changes.

Occupational Awareness and Orientation:

All Grades, 3-12:

17. Most of my teachers are careful to explain how I can use what I learn.
18. I have learned about the many jobs it takes to provide my food, clothing and shelter.
19. I am learning things in school that will help me outside of school.
20. I am learning to work with my hands.

Grades 7-12:

27. Most of my teachers have encouraged me to think about jobs that I could do some day.
28. Most of my teachers have shown me how I could use what they teach me in jobs that interest me.
29. I have learned that several jobs are similar in many ways.

Grades 10-12:

42. Most of my teachers relate their subjects to the "real world" outside of school.
43. High school is helping me learn things I can use on a job.

Occupational Exploration, Planning, Preparation, and Placement:

Grades 7-12:

30. My school and community provide opportunities to explore and try out different kinds of jobs.
31. Our school recreation programs are preparing me for leisure-time activities as an adult.
32. After considering what I know about myself and available opportunities, I am free to choose my own occupation.
33. I have found that most people can do a variety of different jobs.
34. I have a pretty good idea about the kind of work I would like to do in the future.
35. I have been told about the different high school courses that are available.

Grades 10-12:

44. I believe it is important to consider future demands for different occupations as I plan my high school program and/or post high school training.
45. I believe the occupation I choose will affect the kind of life I will have off the job.
46. I believe I should prepare for a group of related jobs as well as for a specific job.
47. High school is preparing me for a "next step" beyond high school in either a job or further education.
48. My school counselor has provided me with enough information about occupations.
49. My school counselor has told me about entrance requirements for various continuing education programs.
50. My school counselor has told me about the requirements necessary for entrance into occupation of interest to me.
51. Our school library or IMC is a good place to get information about jobs.
52. School has helped me accept the responsibility for my own career planning.
53. I have talked with some of my friends about my career plans.
54. I have talked with some of my teachers about my career plans.
55. I have talked with my parents about my career plans.
56. I have talked with my school counselor about my career plans.
57. I have learned how to organize my thinking about myself as an aid to career planning.
58. I must be prepared to change my plans.

Problems Encountered

By the time the instrument was finalized and duplicated, many teachers were well along in the implementation and integration of career

education into their ongoing programs. Thus, it was not possible to gather base line data for pre/post evaluation. Instead, the data gathered would be considered formative data to provide a measure of strengths and weaknesses in the program at the times of administration.

Although the original intent was to gather responses from two sections of each grade level, 3-12 (approximately 50-60 from each grade), in both December and May, certain problems developed which made this impossible. For undetermined reasons there was a considerable difference between the n in December and the n in May in grades 3, 6, 7, and 9.

The biggest problems were the limited program for data processing, and the lack of immediate feedback from December responses to help give direction for the balance of the project. To reduce costs and provide experience for high school data processing students, the responses were turned over to high school instructors who did the computer programming and had students do the key punching. Because the printouts provided numbers of responses only and did not provide totals or percentages, these all had to be done by business machine students at Eau Claire, DPI clerical help in Madison, and the career education coordinator himself. Pulling the desired information from the data provided proved to be a monumental and and almost overwhelming task; and, of course, the many people doing the calculating greatly increased the possibilities for human error.

The printouts were done in five runs. The first run provided the number of SA, A, D, and SD responses from boys, girls, and both in each grade for each item. Since this information was grouped by grades and not by items, the grouping of responses by items had to be done by hand.

The second printout provided the number of SA, A, D, and SD responses from boys, girls, and both in each grade grouping (3, 4-6, 7-9, 10-12) for each item. Unfortunately, the total number of responses for these combined groupings in run I did not coincide with the total of their individual grades in run I. For example, run II responses in December from the 4-6 group for both boys and girls totaled 4,216 (total responses from grades 4-6 students for 20 items); whereas the responses for these same grades in run I totaled 4,176.

The third printout provided the total responses from boys, girls, and both for each item from all grades responding to the item. Again, totals did not agree with run I. For example, run III showed a total of 20,731 responses from both boys and girls (for all responding grades and items) in December; whereas run I showed a total of 20,392.

The fourth run provided the number of responses for groups of items from grade groupings. Items were grouped by categories such as those having to do with self awareness, occupational awareness, etc.. Again, these had to be selected from the printout and added by business machine students or DPI personnel.

The fifth and last printout provided the number of responses for these same groups of categorized items from all respondents. Again, these totals did not coincide with run IV totals.

Needless to say, this lack of internal consistency was disturbing and frustrating. However, a comparison of n's for grade responses to specific items was more encouraging.

| Printouts | December | May |
|---|---|---|
| Ranges of responses to each item, 1-20, from respondents in grades 3-12: | | |
| 1 | 598-611 | 455-459 |
| 2 | 616-620 | 462-466 |
| Ranges of responses to each item, 21-35, from grades 7-12: | | |
| 1 | 343-345 | 186-189 |
| 2 | 349-351 | 191-194 |
| Ranges of responses to each item, 36-58, from grades 10-12: | | |
| 1 | 130-133 | 117-123 |
| 2 | 133-136 | 120-126 |

Thus it was decided to procede with this report, placing the emphasis on the responses to individual items. Obviously, all participants did not respond to all items, and the above ranges were considered narrow enough to place confidence in percentage results.

It was anticipated that there might be another problem due to the fact that the 4th and 8th graders were not included in the May administration of the opinionnaire (due to the third party evaluator choosing to administer his instruments to all 4th and 8th graders in May). However, when adjusting data for Table II to omit 4th and 8th grade responses in December to match their absence in May, the percentage of positive responses from boys and girls combined, to all items, was approximately the same as in Table I, where no adjustments were made. Thus, no adjustments were made in subsequent tables, but all show a footnote that grades 4 and 8 were omitted in May.

CHAPTER II

RESULTS

## I. RESPONSES TO ALL ITEMS AS A WHOLE

### Both Boys and Girls

Table I shows the combined percentages of strongly agree (SA) and agree (A) responses as a percent of positive responses to all items assigned to each grade, by grade and sex. The table shows that 76.1% of 20,711 responses from all respondents, both boys and girls, were positive in December of 1972, and that 75.3% of 15,020 responses from all participants were positive in May of 1973. Separating the sexes, the boys gave 74.9% positive responses in December and 73.5% positive in May. The girls gave 77.6% positive responses in December and 77.5% positive in May.

### By Grade and Sex

Boys' responses in December ranged from a low of 62.6% positive for 865 11th grade responses (to 58 items) to a high of 91.0% positive from 659 4th grade responses (to 20 items). In May, boys' responses ranged from a low of 61.5% positive for 1144 11th grade responses to a high of 86.5% positive for 200 5th grade responses. (No 4th grade responses in May.)

Girls' responses in December ranged from a low of 63.7% positive for 1028 responses from 11th graders (to 58 items) to a high of 91.2% of 690 responses from 4th graders (to 20 items). In May, girls' responses ranged from a low of 50.2% positive for 616 11th grade responses to a high of 90.8% of 360 5th grade and 90.0% of 1152 6th grade responses. (No 4th grade responses in May.)

10th grade boys and 11th grade girls showed the biggest reductions and 9th grade boys and girls showed the largest increases in positive responses in May. See Table I.

By Grade Groupings and Sex

As indicated in Chapter I, December results in Table II were adjusted to omit responses from grades 4 and 8 to match their absence in May; and it shows the percentage of positive responses to all items by grade groupings and sex. It shows that boys' responses in December ranged from a low of 69.0% positive in grades 10-12 to a high of 89.3% positive responses in grades 7 and 9. In May, boys' positive responses ranged from a low of 66.3% in grades 10-12 to a high of 85.6% in grades 5 and 6.

Girls' responses in December ranged from a low of 70.3% in grades 10-12 to a high of 91.6% in grade 3. In May, girls' positive responses ranged from 66.3% in grades 10-12 to a high of 90.3% in grades 5 and 6. Whereas girls in 3rd grade and senior high school showed reductions, 5th and 6th grade girls showed increases in positive responses in May. Boys in grades 7 and 9 showed the biggest reductions in positive responses in May. See Table II.

It will be noted that adjusting the December data to omit grades 4 and 8 responses to match their absence in May had little effect on the percentage of positive responses for all respondents to all items. (75.3% of 17,215 in Table II compared with 76.1% of 20,731 in Table I.)

TABLE I

PERCENTAGES OF POSITIVE RESPONSES TO ALL ITEMS, DECEMBER 1972 AND MAY 1973, BY GRADES AND SEX

| | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | December | | May | | Increase/ | December | | May | | Increase/ |
| Grade | n | Positive | n | Positive | Decrease | n | Positive | n | Positive | Decrease |
| Derived from printout #1: | | | | | | | | | | |
| 3 | 566 | 79.6% | 756 | 79.4% | - 0.2% | 499 | 91.6% | 660 | 87.4% | - 4.2% |
| 4 | 659 | 91.0 | - | - | - | 690 | 91.2 | - | - | - |
| 5 | 220 | 83.6 | 200 | 86.5 | + 1.9 | 660 | 88.3 | 360 | 90.8 | + 2.5 |
| 6 | 1095 | 83.6 | 1616 | 85.4 | + 1.8 | 1152 | 88.2 | 1762 | 90.0 | + 1.8 |
| 7 | 1975 | 78.3 | 698 | 76.2 | - 2.1 | 1747 | 75.8 | 474 | 73.4 | - 2.4 |
| 8 | 1330 | 69.4 | - | - | - | 837 | 78.8 | - | - | - |
| 9 | 768 | 74.3 | 732 | 77.9 | + 3.6 | 837 | 70.4 | 418 | 81.1 | +10.7 |
| 10 | 1160 | 71.0 | 1121 | 64.4 | - 6.6 | 1507 | 74.4 | 1375 | 70.3 | - 4.1 |
| 11 | 865 | 62.6 | 1144 | 61.5 | - 1.1 | 1028 | 63.7 | 616 | 50.2 | -13.5 |
| 12 | 2071 | 70.4 | 1896 | 68.8 | - 1.6 | 1024 | 70.9 | 928 | 70.5 | - 0.4 |
| From printout #3: | | | | | | | | | | |
| All | 10,925* | 74.9 | 8,404 | 73.6 | - 1.3 | 9,806 | 77.6 | 6,616 | 77.5 | - 0.1 |
| | | | | | | Boys and Girls Combined | | | | |
| All Grades and All Respondents:* | | | | | | 20,731 | 76.1 | 15,020 | 75.3 | - 0.8 |

* Less grades 4 and 8 in May.

Note: Positive responses equal combined SA and A responses.

TABLE II

PERCENTAGES OF POSITIVE RESPONSES TO ALL ITEMS, DECEMBER 1972 AND MAY 1973, BY GRADE GROUPS AND SEX

| Grade Group | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | December Positive | n | May Positive | Increase/ Decrease | n | December Positive | n | May Positive | Increase/ Decrease |
| Derived from printout #2 | | | | | | | | | | |
| 3 | 568 | 79.6% | 756 | 79.4% | - 0.2% | 499 | 91.6% | 660 | 87.4% | - 4.2 |
| 5&6 | 1335 | 83.7 | 1836 | 85.6 | + 1.9 | 1272 | 86.1 | 2142 | 90.3 | + 4.2 |
| 7&9 | 2373 | 89.3 | 1466 | 77.6 | -11.7 | 2654 | 74.3 | 892 | 77.0 | + 2.7 |
| 10-12 | 4212 | 69.0 | 4256 | 66.3 | -2.7 | 3559 | 70.3 | 2907 | 66.3 | - 4.0 |
| From printout #3: | | | | | | | | | | |
| 3-12* | 8936 | 74.4 | 8404 | 73.6 | - 0.8 | 8279 | 76.3 | 6616 | 77.5 | + 1.2 |
| | | | | | | | Boys and Girls Combined | | | |
| All Grade Group and All Respondents:* | | | | | | 17,215 | 75.3 | 15,020 | 75.3 | NONE |

*Adjusted to omit December responses from grades 4 and 8 to match their absence in May.

## II. SELF AWARENESS

As indicated in Chapter I, elementary school children were asked to respond to 10 items concerned with self awareness; junior high students were asked to respond to 12; and senior high school students responded to 13 items.

### Results in General

The overall results indicated that the self awareness component of career education was already well established with 78.7% positive responses from boys and girls combined in December, 1972. There were 72.9% positive responses from boys and girls combined in May. See Table III.

In comparing self awareness responses by sex and grade groupings, boys gave their highest percentages of positive responses in grades 4-6 in both December and May, 85.5% and 84.9% respectively. Girls gave their highest percentages of positive responses, 90.0%, in grade 3 in December. In May, girls gave their highest percentage of positive responses in grades 4-6, 89.4%. The lowest percentage of positive responses was given by 3rd grade boys in December, 76.4%, (in contrast to 3rd grade girls who were highest in December.)

### Item Results

In this section, each self awareness statement is listed together with the range of positive responses, the grade showing the biggest reduction in positive responses in May, and the grade showing the largest increase in positive responses in May. In showing the range, both December and May results were considered together, since there was little over-all change between December and May. A table for each item provides the balance of details concerning student responses to it.

TABLE III

PERCENTAGES OF POSITIVE RESPONSES TO SELF AWARENESS ITEMS, DEC. AND MAY, BY GRADE GROUPS AND SEX

| Grade Group | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | December Positive | n | May Positive | Increase/ Decrease | n | December Positive | n | May Positive | Increase/ Decrease |
| Derived from printout #4: | | | | | | | | | | |
| 3 | 287 | 76.4% | 378 | 77.8% | + 1.4% | 250 | 90.0% | 330 | 87.4% | - 2.6% |
| 4-6* | 997 | 85.5 | 918 | 84.9 | - 0.6 | 1114 | 88.6 | 1073 | 89.4 | + 0.8 |
| 7-9* | 1396 | 83.5 | 584 | 82.3 | - 1.2 | 1198 | 84.2 | 309 | 86.4 | + 2.2 |
| 10-12 | 945 | 82.1 | 961 | 77.5 | - 4.6 | 799 | 86.1 | 656 | 80.8 | - 5.3 |
| From printout #5 | | | | | | | | | | |
| 3-12* | 2648 | 76.8 | 1786 | 70.2 | - 6.6 | 2373 | 80.9 | 1367 | 76.4 | - 4.5 |
| | | | | | | Boys and Girls Combined | | | | |
| All Grade Groups and All Respondents* | | | | | | 5021 | 78.7 | 3153 | 72.9 | - 5.8 |

* Less grades 4 and 8 in May.

1. School helps me discover what I like to do. (Grades 3-12)

Positive responses ranged from:

a low of 54.7% from grade 11 in May to
a high of 92.8% (No SDs) from grade 5 in May.

7th graders showed the biggest reduction and
5th graders showed the largest increase in positive responses in May.

See Table IV.

TABLE IV

PERCENT OF POSITIVE RESPONSES TO ITEM 1

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 74.3 | 248 | 72.9 | - 1.4 |
| | | Girls | | | |
| All* | 300 | 79.6 | 216 | 81.8 | + 2.2 |
| | | Boys and Girls Combined | | | |
| All* | 620 | 76.9 | 464 | 77.1 | + 0.2 |
| From printout #1: | | | | | |
| 3 | 54 | 88.8 | 71 | 83.0 | - 5.8 |
| 4 | 68 | 89.6 | - | - | - |
| 5 | 29 | 68.8 | 28 | 92.8 | +24.0 |
| 6 | 113 | 76.0 | 170 | 81.1 | + 5.1 |
| 7 | 107 | 74.6 | 34 | 61.6 | -13.0 |
| 8 | 62 | 72.5 | - | - | - |
| 9 | 46 | 69.5 | 33 | 78.7 | + 9.2 |
| 10 | 46 | 76.8 | 41 | 80.4 | + 3.6 |
| 11 | 32 | 59.3 | 31 | 54.7 | - 4.6 |
| 12 | 54 | 68.4 | 49 | 65.2 | - 3.2 |

* Grades 3-12, less 4 and 8 in May.

2. School helps me discover what I can do. (Grades 3-12)

Positive responses ranged from:

a low of 67.8% from grade 11 in May
a high of 100.0% (71.4% SAs and no SDs) from grade 5 in May.

7th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table V.

TABLE V

PERCENT OF POSITIVE RESPONSES TO ITEM 2

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | Boys | | |
| All* | 320 | 86.6 | 248 | 82.2 | - 4.4 |
| | | | Girls | | |
| All* | 300 | 90.7 | 218 | 90.0 | - 0.7 |
| | | | Boys and Girls Combined | | |
| All* | 620 | 88.5 | 466 | 85.8 | - 2.7 |
| From printout #1: | | | | | |
| 3 | 54 | 85.1 | 71 | 88.8 | + 3.7 |
| 4 | 68 | 94.0 | - | - | - |
| 5 | 29 | 96.4 | 28 | 100.0 | + 3.6 |
| 6 | 113 | 93.7 | 170 | 91.7 | - 2.0 |
| 7 | 107 | 89.6 | 34 | 70.6 | -19.0 |
| 8 | 62 | 83.8 | - | - | - |
| 9 | 46 | 78.2 | 33 | 93.9 | +15.7 |
| 10 | 46 | 91.3 | 43 | 74.4 | -16.9 |
| 11 | 32 | 75.1 | 31 | 67.8 | - 7.3 |
| 12 | 54 | 85.2 | 49 | 77.5 | - 7.7 |

*Grades 3-12, less 4 and 8 in May.

3. In school I am learning to think for myself (Grades 3-12)

Positive responses ranged from:

a low of 58.1% from grade 11 in May to
a high of 96.6% (69.0% SAs) from grade 5 in December.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table VI

TABLE VI

PERCENT OF POSITIVE RESPONSES TO ITEM 3

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 318 | 86.4 | 248 | 79.4 | - 7.0 |
| | | Girls | | | |
| All* | 299 | 88.3 | 218 | 89.9 | + 1.6 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 87.4 | 466 | 84.3 | - 3.1 |
| From printout #1: | | | | | |
| 3 | 43 | 83.7 | 71 | 87.3 | + 3.6 |
| 4 | 68 | 91.2 | - | - | - |
| 5 | 29 | 96.6 | 28 | 92.9 | - 3.7 |
| 6 | 112 | 91.1 | 170 | 88.8 | - 2.3 |
| 7 | 106 | 86.8 | 34 | 88.2 | + 2.3 |
| 8 | 62 | 88.8 | - | - | - |
| 9 | 45 | 80.0 | 33 | 94.0 | +14.0 |
| 10 | 46 | 82.6 | 43 | 79.0 | - 3.6 |
| 11 | 33 | 81.9 | 31 | 58.1 | -23.8 |
| | 54 | 81.5 | 49 | 73.5 | - 8.0 |

- (ss 4 and 8 - May)

4. In school I am learning to do things on my own. (Grades 3-12)

Positive responses ranged from:

a low of 61.2% from grade 12 in May to
a high of 97.0% (No SDs) from grade 9 in May.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table VII

TABLE VII

PERCENT OF POSITIVE RESPONSES TO ITEM 4

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 321 | 82.6 | 248 | 81.4 | - 1.2 |
| | | Girls | | | |
| All* | 299 | 88.3 | 218 | 87.6 | - 0.7 |
| | | Boys and Girls Combined | | | |
| All* | 620 | 85.3 | 466 | 84.3 | - 1.0 |
| From printout #1: | | | | | |
| 3 | 54 | 83.4 | 71 | 81.7 | - 1.7 |
| 4 | 68 | 91.1 | - | - | - |
| 5 | 29 | 86.2 | 28 | 92.9 | + 6.7 |
| 6 | 112 | 90.2 | 170 | 92.9 | + 2.7 |
| 7 | 107 | 91.6 | 34 | 88.3 | - 3.3 |
| 8 | 62 | 87.1 | - | - | - |
| 9 | 46 | 67.4 | 33 | 97.0 | +29.6 |
| 10 | 46 | 89.1 | 43 | 79.1 | -10.0 |
| 11 | 33 | 72.7 | 31 | 64.5 | -18.2 |
| 12 | 54 | 72.2 | 49 | 61.2 | -11.0 |

* Grades 3-12 (less 4 and 8 in May)

5. In school I am learning to work with other people. (Grades 3-12)

Positive responses ragned from:

a low of 67.8% from grade 11 in May to
a high of 97.0% (52.9% SAs and no SDs) from grade 4 in December.
(No 4th grade responses in May.)

11th graders showed the biggest reduction and
6th graders showed the largest increase in positive responses in May.

See Table VIII

TABLE VIII

PERCENT OF POSITIVE RESPONSES TO ITEM 5

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 321 | 89.6 | 248 | 84.3 | - 5.3 |
| | | Girls | | | |
| All* | 298 | 95.0 | 217 | 93.1 | - 1.9 |
| | | Boys and Girls Combined | | | |
| All* | 619 | 92.7 | 465 | 88.4 | - 4.3 |
| From printout #1: | | | | | |
| 3 | 54 | 92.5 | 71 | 88.8 | - 3.7 |
| 4 | 68 | 97.0 | - | - | - |
| 5 | 29 | 93.1 | 28 | 92.9 | - 0.2 |
| 6 | 112 | 93.7 | 169 | 95.2 | + 1.5 |
| 7 | 106 | 94.3 | 34 | 88.2 | - 6.1 |
| 8 | 62 | 93.5 | - | - | - |
| 9 | 46 | 89.2 | 33 | 87.8 | - 1.4 |
| 10 | 46 | 91.3 | 43 | 74.4 | -16.9 |
| 11 | 33 | 90.9 | 31 | 67.8 | -23.1 |
| 12 | 54 | 87.0 | 49 | 85.7 | - 1.3 |

* Grades 3-12, less 4 and 8 in May.

6. I can do some things very well. (Grades 3-12)

Positive responses ranged from:

a low of 88.7% from grades 3 and 8 in December to
a high of 98.2% (51.9% SAs and no SDs) from grade 12 in December.

10th graders showed the biggest reduction and
3rd graders showed the largest increase in positive responses in May.

See Table IX.

TABLE IX

PERCENT OF POSITIVE RESPONSES TO ITEM 6

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 93.4 | 246 | 96.4 | + 3.0 |
| | | Girls | | | |
| All* | 300 | 92.3 | 216 | 98.1 | + 0.8 |
| | | Boys and Girls Combined | | | |
| All* | 619 | 92.9 | 462 | 94.8 | + 1.9 |
| From printout #1: | | | | | |
| 3 | 53 | 88.7 | 70 | 95.7 | + 7.0 |
| 4 | 68 | 95.6 | - | - | - |
| 5 | 29 | 93.1 | 28 | 96.4 | + 3.3 |
| 6 | 113 | 92.9 | 168 | 94.0 | + 1.1 |
| 7 | 106 | 90.6 | 34 | 100.0 | + 9.4 |
| 8 | 62 | 88.7 | - | - | - |
| 9 | 46 | 93.5 | 32 | 96.9 | + 3.4 |
| 10 | 46 | 95.6 | 43 | 90.7 | - 4.9 |
| 11 | 33 | 93.9 | 31 | 90.4 | - 3.5 |
| 12 | 54 | 98.2 | 49 | 95.9 | - 2.3 |

* Grades 3-12, less 4 and 8 in May.

7. I like to do some things better than others. (Grades 3-12)

Positive responses ranged from:

a low of 78.5% from grade 5 in May to
a high of 100.0% from grade 10 (80.0% SAs and no SDs)
and 100.0% from grade 11 (57.6% SAs and no SDs) in December;
and 100.0% from grades 7, 10, 11, and 12 in May. (There were no SDs for any of these grades in May; grade 7 had 55.9% SAs; grade 10, 74.4% SAs; grade 11, 74.2% SAs; and grade 12 had 63.3% SAs.)

There were only slight reductions or increases in positive responses in each grade

See Table X

TABLE X

PERCENT OF POSITIVE RESPONSES TO ITEM 7

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 93.8 | 248 | 95.1 | + 1.3 |
| | | Girls | | | |
| All* | 298 | 97.0 | 217 | 92.6 | - 4.4 |
| | | Boys and Girls Combined | | | |
| All* | 618 | 95.3 | 465 | 94.0 | - 1.3 |
| From printout #1: | | | | | |
| 3 | 53 | 90.6 | 71 | 88.8 | - 1.8 |
| 4 | 68 | 97.1 | - | - | - |
| 5 | 29 | 79.3 | 28 | 78.5 | - 0.8 |
| 6 | 112 | 92.9 | 169 | 94.1 | + 1.2 |
| 7 | 107 | 98.1 | 34 | 100.0 | + 1.9 |
| 8 | 62 | 95.2 | - | - | - |
| 9 | 46 | 92.8 | 33 | 90.9 | - 1.9 |
| 10 | 45 | 100.0 | 43 | 100.0 | - |
| 11 | 33 | 100.0 | 31 | 100.0 | - |
| 12 | 54 | 96.3 | 49 | 100.0 | + 3.7 |

* Grades 3-12, less 4 and 8 in May.

8. When I plan something, it usually turns out okay. (Grades 3-12)

Positive responses ranged from:

a low of 52.2% from grade 3 in May to
a high of 89.8% (No SDs) from grade 12 in May.

7th graders showed the biggest reduction and
11th graders showed the largest increase in positive responses in May.

See Table XI

TABLE XI

PERCENT OF POSITIVE RESPONSES TO ITEM 8

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 68.7 | 247 | 67.2 | - 1.5 |
| | | Girls | | | |
| All* | 298 | 75.2 | 215 | 74.5 | - 0.7 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 71.8 | 462 | 70.6 | - 1.2 |
| From printout #1: | | | | | |
| 3 | 54 | 59.3 | 71 | 52.2 | - 7.1 |
| 4 | 68 | 73.5 | - | - | - |
| 5 | 29 | 68.9 | 28 | 67.9 | - 1.0 |
| 6 | 110 | 68.1 | 168 | 70.8 | + 2.7 |
| 7 | 106 | 67.9 | 34 | 53.0 | -14.9 |
| 8 | 62 | 64.6 | - | - | - |
| 9 | 46 | 78.3 | 33 | 72.7 | - 5.6 |
| 10 | 46 | 84.8 | 41 | 83.0 | - 1.8 |
| 11 | 33 | 78.8 | 31 | 83.9 | + 5.1 |
| 12 | 54 | 85.2 | 49 | 89.8 | + 4.6 |

* Grades 3-12, less 4 and 8 in May.

9. Most of my teachers like me. (Grades 3-12)

Positive responses ranged from:

a low of 69.7% from grade 9 in May to
a high of 95.9% (No SDs) from grade 12 in May.

9th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table XII

TABLE XII

PERCENT OF POSITIVE RESPONSES TO ITEM 9

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 78.1 | 247 | 75.7 | - 2.4 |
| | | Girls | | | |
| All* | 298 | 84.5 | 215 | 89.3 | + 4.8 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 81.2 | 462 | 82.0 | + 0.8 |
| From printout #1: | | | | | |
| 3 | 54 | 74.1 | 70 | 82.8 | + 8.7 |
| 4 | 68 | 88.2 | - | - | - |
| 5 | 29 | 86.2 | 28 | 89.3 | + 3.1 |
| 6 | 112 | 75.0 | 168 | 79.2 | + 4.2 |
| 7 | 106 | 76.4 | 34 | 73.5 | - 2.9 |
| 8 | 62 | 80.7 | - | - | - |
| 9 | 45 | 82.2 | 33 | 69.7 | -12.5 |
| 10 | 46 | 78.3 | 42 | 85.7 | + 9.4 |
| 11 | 33 | 87.9 | 31 | 83.9 | - 4.0 |
| 12 | 53 | 94.3 | 49 | 95.9 | + 1.6 |

* Grades 3-12, less 4 and 8 in May.

10. Most of my classmates like me. (Grades 3-12)

Positive responses ranged from:

a low of 74.7% from grade 3 in May to
a high of 97.8% (No SDs) from grade 9 in December.

10th graders showed the biggest reduction and
7th graders showed the largest (but slight) increase in positive responses in May.

See Table XIII

TABLE XIII

PERCENT OF POSITIVE RESPONSES TO ITEM 10

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 86.8 | 248 | 85.5 | - 1.3 |
| | | Girls | | | |
| All* | 297 | 88.2 | 216 | 85.1 | - 3.1 |
| | | Boys and Girls Combined | | | |
| All* | 616 | 87.5 | 464 | 85.4 | - 2.1 |
| From printout #1: | | | | | |
| 3 | 54 | 77.8 | 71 | 74.7 | - 3.1 |
| 4 | 67 | 82.1 | - | - | - |
| 5 | 29 | 86.2 | 28 | 82.1 | - 4.1 |
| 6 | 113 | 83.1 | 169 | 83.4 | + 0.3 |
| 7 | 106 | 83.9 | 34 | 88.2 | + 4.3 |
| 8 | 62 | 90.3 | - | - | - |
| 9 | 46 | 97.8 | 33 | 97.0 | - 0.8 |
| 10 | 46 | 95.6 | 42 | 88.1 | - 7.5 |
| 11 | 33 | 97.0 | 31 | 90.4 | - 6.6 |
| 12 | 51 | 96.0 | 49 | 93.9 | - 2.1 |

* Grades 3-12, less 4 and 8 in May.

21. School gives me an opportunity to explore and develop some of my interests. (Grades 7-12)

Positive responses ranged from:

a low of 59.4% from grade 11 in December to
a high of 90.9% from grade 9 in May.

10th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XIV

TABLE XIV

PERCENT OF POSITIVE RESPONSES TO ITEM 21

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 77.8 | 118 | 73.7 | - 4.1 |
| | | Girls | | | |
| All* | 162 | 78.4 | 76 | 75.0 | - 3.4 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 78.1 | 194 | 74.2 | - 3.9 |
| From printout #1: | | | | | |
| 7 | 106 | 83.0 | 33 | 75.7 | - 7.3 |
| 8 | 62 | 75.8 | - | - | - |
| 9 | 46 | 78.3 | 33 | 90.9 | +12.6 |
| 10 | 46 | 82.6 | 43 | 70.0 | -12.6 |
| 11 | 32 | 59.4 | 31 | 67.8 | + 8.4 |
| 12 | 53 | 77.4 | 49 | 71.4 | - 6.0 |

* Grades 7-12 (less 8 in May)

22. School has helped me gain self confidence. (Grades 7-12)

Positive responses ranged from:

a low of 60.0% from grade 11 in May to
a high of 84.9% from grade 7 in May.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XV.

TABLE XV

PERCENT OF POSITIVE RESPONSES TO ITEM 22

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 77.2 | 117 | 75.2 | - 2.0 |
| | | Girls | | | |
| All* | 162 | 74.1 | 75 | 72.0 | - 2.1 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 75.8 | 192 | 74.0 | - 1.8 |
| From printout #1: | | | | | |
| 7 | 106 | 77.3 | 33 | 84.9 | + 7.6 |
| 8 | 62 | 77.4 | - | - | - |
| 9 | 46 | 76.1 | 33 | 84.8 | + 8.7 |
| 10 | 46 | 73.9 | 42 | 66.7 | - 7.2 |
| 11 | 32 | 68.8 | 30 | 60.0 | - 8.8 |
| 12 | 53 | 73.6 | 49 | 75.5 | + 1.9 |

* Grades 7-12 (less 8 in May)

36. School has helped me recognize my strengths and limitations (Grades 10-12)

Positive responses ranged from:

a low of 613.% from grade 11 in May to
a high of 82.6% from grade 10 in December

10th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed increases in positive responses.

See Table XVI.

TABLE XVI

PERCENT OF POSITIVE RESPONSES TO ITEM 36

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 70.3 | 75 | 64.0 | - 6.3 |
| | | Girls | | | |
| All* | 62 | 77.5 | 50 | 66.0 | -11.5 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 73.5 | 125 | 64.8 | - 8.7 |
| From printout #1: | | | | | |
| 10 | 46 | 82.6 | 42 | 65.2 | -17.4 |
| 11 | 33 | 66.6 | 31 | 61.3 | - 5.3 |
| 12 | 54 | 70.4 | 49 | 65.3 | - 5.1 |

* Grades 10-12

Self Awareness Items in Review

Items 1-10 (Grades 3-12) (See page 7 for item statements.)

- Students in grades 4, 5, 9, 11, and 12 most often led in giving the highest percentages of positive responses to items 1-10.
- Grades 3 and 11 most often gave the lowest percentages of positive responses.
- Grades 7, 9, 10, and 11 most often showed reductions in positive responses in May.
- Grade 9 students showed an increase of positive responses in three items compared with one each from the other grades. (No grades 4 and 8 responses in May.)

Items 21 and 22 (Grades 7-12) (See page 7 for item statements.)

- Students in grades 7 and 9 led in giving the highest percentages of positive responses to items 21 and 22.
- Grade 11 gave the lowest percentages of positive responses to these items.
- Grade 10 showed the biggest reduction in positive responses to item 21 and grade 11 showed the biggest reduction to item 22 in May.
- Grade 9 showed the largest increase in positive responses to both of these items in May.

Item 36 (Grades 10-12) (See page 7 for item statement.)

- Students in grades 10 and 12 led in giving the highest percentages of positive responses to this item.
- Grade 11 gave the lowest percentage of positive responses to this item.
- Grade 10 showed the biggest reduction in positive responses in May.
- None of the senior high grades showed an increase in positive responses to this item in May.

## III. ATTITUDES TOWARD THE SIGNIFICANCE OF WORK

As indicated in Chapter I, elementary school children were asked to respond to six items concerning attitudes toward work; junior high school students were asked to respond to 10, and senior high school students responded to 15 items.

### Results in General

The overall results indicated that programs for the development of positive attitudes toward work were already well established with 77.6% positive responses from boys and girls combined in December. The May responses were essentially the same with 77.0% positive. See Table XVII.

In comparing attitude responses by sex and grade groups, boys gave their highest percentages of positive responses in grades 4-6 in both December and May, 87.0% and 87.9% respectively (less 4th grade in May). Girls also gave their highest percentage of positive responses in elementary in both December and May, 92.6% and 88.4% respectively in grade 3, and 89.5% and 91.5% respectively in grades 4-6 (less 4th in May). The lowest percentages of positive responses were given by senior high school students, the lowest percentage, 65.3%, coming from grade 10-12 girls in May.

### Item Results

As in the previous section, each statement concerned with attitudes toward work is listed together with the range of positive responses to it, the grade showing the biggest reduction, and the grade showing the largest increase in positive responses in May. A table for each item provides the balance of details concerning student responses to it.

TABLE XVII

PERCENTAGES OF POSITIVE RESPONSES TO ATTITUDE TOWARD WORK ITEMS, DEC/MAY, BY GRADE GROUPS AND SEX

| Grade Group | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | December Positive | n | May Positive | Increase/ Decrease | n | December Positive | n | May Positive | Increase/ Decrease |
| **Derived from printout #4:** | | | | | | | | | | |
| 3 | 169 | 85.2% | 226 | 79.2% | - 6.0% | 149 | 92.6% | 198 | 88.4% | - 4.2% |
| 4-6* | 600 | 87.0 | 552 | 87.9 | + 0.9 | 665 | 89.5 | 641 | 91.5 | + 2.0 |
| 7-9* | 1165 | 74.7 | 418 | 76.8 | + 2.1 | 796 | 75.1 | 256 | 76.6 | + 1.5 |
| 10-12* | 1090 | 71.2 | 1102 | 68.6 | - 2.6 | 926 | 72.8 | 761 | 65.3 | - 7.5 |
| **From printout #5:** | | | | | | | | | | |
| 3-12* | 3045 | 76.5 | 2323 | 75.9 | - 0.6 | 2746 | 78.8 | 1856 | 78.3 | - 0.5 |
| | | | | | | Boys and Girls Combined | | | | |
| **All Grade Groups and All Respondents:*** | | | | | | 5791 | 77.6 | 4179 | 77.0 | - 0.6 |

* Less grades 4 and 8 in May

11. Doing good work makes me feel good. (Grades 3-12)

Positive responses ranged from:

a low of 84.8% from grade 9 in December to
a high of 97.8% (58.7% SAs and no SDs) from grade 10 in December.

5th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XVIII.

TABLE XVIII

PERCENT OF POSITIVE RESPONSES TO ITEM 11

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 321 | 90.1 | 248 | 89.9 | - 0.2 |
| | | Girls | | | |
| All* | 299 | 93.0 | 217 | 95.0 | + 2.0 |
| | | Boys and Girls Combined | | | |
| All* | 620 | 91.4 | 465 | 92.3 | + 0.9 |
| From printout #1: | | | | | |
| 3 | 54 | 96.3 | 71 | 94.3 | - 2.0 |
| 4 | 67 | 91.1 | - | - | - |
| 5 | 29 | 96.6 | 28 | 85.7 | -10.9 |
| 6 | 113 | 92.1 | 169 | 92.9 | + 0.8 |
| 7 | 107 | 90.7 | 34 | 88.2 | - 2.5 |
| 8 | 62 | 85.5 | - | - | - |
| 9 | 46 | 84.8 | 33 | 97.0 | +12.2 |
| 10 | 46 | 97.8 | 43 | 90.7 | - 7.1 |
| 11 | 33 | 87.9 | 31 | 87.1 | - 0.8 |
| 12 | 54 | 92.6 | 49 | 95.9 | + 3.3 |

* Grades 3-12, less 4 and 8 in May

12. I think many people get a lot of fun out of their work. (Grades 3-12)

Positive responses ranged from:

a low of 43.0% from grade 7 in December to
a high of 80.6% from grade 4 in December. (No grade 4 responses in May.)

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XIX.

TABLE XIX

PERCENT OF POSITIVE RESPONSES TO ITEM 12

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 59.7 | 248 | 65.3 | + 5.6 |
| | | Girls | | | |
| All* | 297 | 59.9 | 217 | 67.8 | + 7.9 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 59.8 | 465 | 66.5 | + 6.7 |
| From printout #1: | | | | | |
| 3 | 53 | 64.2 | 71 | 57.8 | - 6.4 |
| 4 | 67 | 80.6 | - | - | - |
| 5 | 29 | 75.8 | 28 | 78.6 | + 1.8 |
| 6 | 112 | 60.7 | 169 | 73.4 | +12.7 |
| 7 | 107 | 43.0 | 34 | 53.0 | +10.0 |
| 8 | 62 | 48.4 | - | - | - |
| 9 | 45 | 51.1 | 33 | 72.7 | +21.6 |
| 10 | 46 | 73.9 | 43 | 55.8 | -18.1 |
| 11 | 33 | 57.6 | 31 | 48.4 | - 9.2 |
| 12 | 54 | 62.9 | 49 | 69.4 | + 6.5 |

* Grades 3-12, less 4 and 8 in May.

13. I look forward to working on a job some day. (Grades 3-12)

Positive responses ranged from:

a low of 61.3% from grade 11 in May to
a high of 100.0% (77.6% SAs and no SDs) from grade 4 in December
and 100.0% (67.9% SAs and no SDs) from grade 5 in May.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XX.

TABLE XX

PERCENT OF POSITIVE RESPONSES TO ITEM 13

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 85.4 | 248 | 86.7 | + 1.3 |
| | | Girls | | | |
| All* | 298 | 95.7 | 216 | 95.9 | + 0.2 |
| | | Boys and Girls Combined | | | |
| All* | 618 | 90.3 | 464 | 91.0 | + 0.7 |
| From printout #1: | | | | | |
| 3 | 52 | 92.3 | 71 | 91.5 | - 0.8 |
| 4 | 67 | 100.0 | - | - | - |
| 5 | 29 | 89.6 | 28 | 100.0 | +10.4 |
| 6 | 113 | 96.4 | 168 | 96.4 | - |
| 7 | 107 | 87.9 | 34 | 91.2 | + 3.3 |
| 8 | 62 | 93.6 | - | - | - |
| 9 | 46 | 84.8 | 33 | 93.9 | + 9.1 |
| 10 | 46 | 86.9 | 43 | 88.4 | + 1.5 |
| 11 | 33 | 69.7 | 31 | 61.3 | - 8.4 |
| 12 | 54 | 85.2 | 49 | 85.7 | + 0.5 |

* Grades 3-12 (less 4 and 8 in May)

14. I have learned about the need for people doing many kinds of work in my community. (Grades 3-12)

Positive responses ranged from:

a low of 54.9% from grade 11 in May to
a high of 96.5% (51.7% SAs and no SDs) from grade 5 in December.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXI.

TABLE XXI

PERCENT OF POSITIVE RESPONSES TO ITEM 14

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 79.4 | 248 | 82.3 | + 2.9 |
| | | Girls | | | |
| All* | 299 | 84.9 | 217 | 83.9 | - 1.0 |
| | | Boys and Girls Combined | | | |
| All* | 619 | 82.1 | 465 | 83.0 | + 0.9 |
| From printout #1: | | | | | |
| 3 | 53 | 92.5 | 71 | 88.7 | - 3.8 |
| 4 | 68 | 94.1 | - | - | - |
| 5 | 29 | 96.5 | 28 | 92.9 | - 3.6 |
| 6 | 113 | 86.7 | 169 | 91.8 | + 5.1 |
| 7 | 107 | 80.3 | 34 | 79.4 | - 0.9 |
| 8 | 62 | 80.6 | - | - | - |
| 9 | 46 | 71.8 | 33 | 78.8 | + 7.0 |
| 10 | 46 | 80.4 | 43 | 72.1 | - 8.3 |
| 11 | 33 | 66.6 | 31 | 54.9 | -11.7 |
| 12 | 54 | 64.9 | 49 | 69.4 | + 4.5 |

* Grades 3-12 (less 4 and 8 in May)

15. I have learned about the importance of work in the world.
(Grades 3-12)

Positive responses ranged from:

a low of 63.3% from grade 11 in May to
a high of 96.4% (No SDs) from grade 5 in May.

11th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXII.

TABLE XXII

PERCENT OF POSITIVE RESPONSES TO ITEM 15

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 88.1 | 246 | 85.3 | - 2.8 |
| | | Girls | | | |
| All* | 297 | 88.6 | 217 | 89.4 | + 0.8 |
| | | Boys and Girls Combined | | | |
| All* | 616 | 88.3 | 463 | 87.3 | - 1.0 |
| From printout #1: | | | | | |
| 3 | 53 | 94.3 | 70 | 84.2 | -10.1 |
| 4 | 67 | 94.0 | - | - | - |
| 5 | 29 | 86.2 | 28 | 96.4 | +10.2 |
| 6 | 113 | 94.7 | 169 | 95.8 | + 1.1 |
| 7 | 106 | 90.5 | 34 | 91.1 | + 0.6 |
| 8 | 61 | 88.6 | - | - | - |
| 9 | 45 | 68.9 | 33 | 87.9 | +19.0 |
| 10 | 46 | 82.6 | 43 | 74.4 | - 8.2 |
| 11 | 33 | 78.8 | 30 | 63.3 | -15.5 |
| 12 | 54 | 85.2 | 49 | 77.6 | - 7.6 |

* Grades 3-12 (less 4 and 8 in May)

16. I have learned how things are made and sold in this country. (Grades 3-12)

Positive responses ranged from:

a low of 43.3% (No SAs) from grade 11 in May to
a high of 92.5% from grade 3 in December.

10th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table XXIII.

TABLE XXIII

PERCENT OF POSITIVE RESPONSES TO ITEM 16.

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 83.2 | 246 | 78.0 | - 5.2 |
| | | Girls | | | |
| All* | 299 | 77.6 | 217 | 73.7 | - 3.9 |
| | | Boys and Girls Combined | | | |
| All* | 619 | 80.4 | 463 | 76.1 | - 4.3 |
| From printout #1: | | | | | |
| 3 | 53 | 92.5 | 70 | 84.3 | - 8.2 |
| 4 | 67 | 86.6 | - | - | - |
| 5 | 29 | 82.7 | 28 | 85.7 | + 3.0 |
| 6 | 113 | 88.5 | 169 | 87.6 | - 0.9 |
| 7 | 107 | 84.2 | 34 | 64.7 | -19.5 |
| 8 | 62 | 79.0 | - | - | - |
| 9 | 46 | 69.6 | 33 | 63.6 | - 6.0 |
| 10 | 46 | 71.7 | 43 | 53.5 | -18.2 |
| 11 | 33 | 57.6 | 30 | 43.3 | -14.3 |
| 12 | 54 | 70.4 | 49 | 75.5 | + 5.1 |

* Grades 3-12 (less 4 and 8 in May)

23. I think I will like working on a full time job as an adult. (Grades 7-12)

Positive responses ranged from:

a low of 53.3% from grade 11 in May to
a high of 84.4% from grade 9 in May.

11th graders showed the biggest reduction and
7th graders showed the largest increase in positive responses in May.

See Table XXIV.

TABLE XXIV

PERCENT OF POSITIVE RESPONSES TO ITEM 23

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 188 | 75.5 | 115 | 78.2 | + 2.7 |
| | | Girls | | | |
| All* | 161 | 82.0 | 76 | 71.0 | -11.0 |
| | | Boys and Girls Combined | | | |
| All* | 349 | 78.5 | 191 | 75.4 | - 3.1 |
| From printout #1: | | | | | |
| 7 | 106 | 80.2 | 33 | 84.9 | + 4.7 |
| 8 | 62 | 77.4 | - | - | - |
| 9 | 45 | 82.2 | 32 | 84.4 | + 2.2 |
| 10 | 46 | 82.6 | 43 | 74.4 | - 8.2 |
| 11 | 31 | 67.7 | 30 | 53.3 | -14.4 |
| 12 | 53 | 75.5 | 49 | 75.5 | - |

* 7-12 (less 8 in May)

24. Most of my teachers have helped me become aware of the different meanings work has for different people. (Grades 7-12)

Positive responses ranged from:

a low of 21.9% (No SAs) from grade 11 in December to
a high of 64.1% from grade 7 in December.

10th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXV.

TABLE XXV

PERCENT OF POSITIVE RESPONSES TO ITEM 24

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 48.7 | 117 | 41.1 | - 7.6 |
| | | Girls | | | |
| All* | 162 | 49.4 | 76 | 48.7 | - 0.7 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 49.0 | 193 | 44.1 | - 4.9 |
| From printout #1: | | | | | |
| 7 | 106 | 64.1 | 33 | 60.6 | - 3.5 |
| 8 | 62 | 51.7 | - | - | - |
| 9 | 46 | 52.2 | 33 | 63.6 | +11.4 |
| 10 | 46 | 55.6 | 43 | 44.2 | -11.4 |
| 11 | 32 | 21.9 | 30 | 23.3 | + 1.4 |
| 12 | 53 | 24.6 | 49 | 32.7 | + 8.1 |

* Grades 7-12 (less 8 in May)

25. I have learned why and how workers cooperate among themselves and with their employers. (Grades 7-12)

Positive responses ranged from:

a low of 35.5% from grade 11 in May to
a high of 61.3% from grade 7 in December.

9th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table XXVI.

TABLE XXVI

PERCENT OF POSITIVE RESPONSES TO ITEM 25

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 52.9 | 117 | 45.3 | - 7.6 |
| | | Girls | | | |
| All* | 162 | 58.7 | 76 | 53.9 | - 4.8 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 55.6 | 193 | 48.7 | - 6.9 |
| From printout #1: | | | | | |
| 7 | 106 | 61.3 | 33 | 54.6 | - 6.7 |
| 8 | 62 | 56.4 | - | - | - |
| 9 | 46 | 60.8 | 32 | 46.9 | -13.9 |
| 10 | 46 | 52.2 | 43 | 55.8 | + 3.6 |
| 11 | 32 | 43.7 | 31 | 35.5 | - 8.2 |
| 12 | 53 | 45.8 | 49 | 51.0 | + 5.2 |

* Grades 7-12 (less 8 in May)

26. I look forward to using the money I will earn from an adult job to provide for my family. (Grades 7-12)

Positive responses ranged from:

a low of 69.0% from grade 11 in May to
a high of 90.9% from grade 9 in May.

10th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXVII.

TABLE XXVII

PERCENT OF POSITIVE RESPONSES TO ITEM 26

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 78.9 | 116 | 80.2 | + 1.3 |
| | | Girls | | | |
| All* | 162 | 85.2 | 75 | 80.0 | - 5.2 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 81.8 | 191 | 80.1 | - 1.7 |
| From printout #1: | | | | | |
| 7 | 106 | 88.7 | 33 | 87.9 | - 0.8 |
| 8 | 62 | 75.8 | - | - | - |
| 9 | 46 | 84.8 | 33 | 90.9 | + 6.1 |
| 10 | 46 | 80.5 | 42 | 73.8 | - 6.7 |
| 11 | 32 | 71.9 | 29 | 69.0 | - 2.9 |
| 12 | 53 | 77.4 | 49 | 77.5 | + 0.1 |

* Grades 7-12 (less 8 in May)

37. I have learned how the needs of society have created jobs. (Grades 10-12)

Positive responses ranged from:

a low of 61.3% from grade 11 in May to
a high of 87.0% from grade 12 in December.

11th graders showed the biggest reduction in positive responses. None of the senior high grades showed an increase in May.

See Table XXVIII.

TABLE XXVIII

PERCENT OF POSITIVE RESPONSES TO ITEM 37

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 85.1 | 75 | 78.7 | - 6.4 |
| | | Girls | | | |
| All* | 62 | 80.6 | 51 | 70.6 | -10.0 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 83.1 | 126 | 75.4 | - 7.7 |
| From printout #1: | | | | | |
| 10 | 46 | 82.6 | 43 | 81.4 | - 1.2 |
| 11 | 33 | 78.8 | 31 | 61.3 | -17.5 |
| 12 | 54 | 87.0 | 49 | 77.5 | - 9.5 |

* Grades 10-12

38. I believe work can meet personal needs as well as those of society. (Grades 10-12)

Positive responses ranged from:

a low of 81.4% from grade 10 in May to
a high of 96.3% (No SDs) from grade 12 in December.

10th graders showed the biggest reduction in positive responses. None of the senior high grades showed an increase in May.

See Table XXIX.

TABLE XXIX

PERCENT OF POSITIVE RESPONSES TO ITEM 38

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 91.9 | 75 | 86.6 | - 5.3 |
| | | Girls | | | |
| All* | 62 | 96.8 | 51 | 90.1 | - 6.7 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 94.1 | 126 | 88.1 | - 6.0 |
| From printout #1: | | | | | |
| 10 | 46 | 93.5 | 43 | 81.4 | -12.1 |
| 11 | 33 | 90.9 | 31 | 87.1 | - 3.8 |
| 12 | 54 | 96.3 | 49 | 95.9 | - 0.4 |

* Grades 10-12

39. I have learned about the influence of labor, management, government, and public opinion on the nature and structure of work. (Grades 10-12)

Positive responses ranged from:

a low of 44.3% from grades 11 in May to
a high of 73.9% from grade 10 in December and
73.5% from grade 12 in May.

11th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table XXX.

TABLE XXX

PERCENT OF POSITIVE RESPONSES TO ITEM 39

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 77.1 | 74 | 65.2 | -11.9 |
| | | Girls | | | |
| All* | 62 | 62.9 | 50 | 58.0 | - 4.9 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 70.6 | 124 | 62.9 | - 7.7 |
| From printout #1: | | | | | |
| 10 | 46 | 73.9 | 43 | 62.8 | -11.1 |
| 11 | 33 | 72.8 | 29 | 44.8 | -28.0 |
| 12 | 54 | 66.7 | 49 | 73.5 | + 6.8 |

* Grades 10-12

40. I have learned how job specialization makes workers dependent upon each other. (Grades 10-12)

Positive responses ranged from:

a low of 50.0% (No SAs) from grade 11 in May to
a high of 77.8% (No SDs) from grade 12 in December.

11th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table XXXI.

TABLE XXXI

PERCENT OF POSITIVE RESPONSES TO ITEM 40

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 78.4 | 75 | 70.7 | - 7.7 |
| | | Girls | | | |
| All* | 62 | 71.0 | 50 | 62.0 | - 9.0 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 75.0 | 125 | 67.2 | - 7.8 |
| From printout #1: | | | | | |
| 10 | 46 | 73.9 | 43 | 76.7 | + 2.8 |
| 11 | 33 | 72.7 | 30 | 50.0 | -22.7 |
| 12 | 54 | 77.8 | 49 | 69.4 | - 8.4 |

* Grades 10-12

41. I have learned why and how the job market changes. (Grades 10-12)

Positive responses ranged from:

a low of 50.0% (No SAs) from grade 11 in May to
a high of 65.3% from grade 12 in May.

10th graders showed the biggest reduction and
12th graders showed the only (slight) increase in positive responses in May.

See Table XXXII.

TABLE XXXII

PERCENT OF POSITIVE RESPONSES TO ITEM 41

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All * | 74 | 62.2 | 75 | 62.6 | + 0.4 |
| | | Girls | | | |
| All * | 62 | 56.4 | 50 | 48.0 | - 8.4 |
| | | Boys and Girls Combined | | | |
| All * | 136 | 59.5 | 125 | 56.8 | - 1.7 |
| From printout #1: | | | | | |
| 10 | 46 | 58.6 | 43 | 51.1 | - 7.5 |
| 11 | 33 | 54.5 | 30 | 50.0 | - 4.5 |
| 12 | 54 | 63.0 | 49 | 65.3 | + 2.3 |

* Grades 10-12

Attitude Toward Work Items in Review

Items 11-16 (Grades 3-12) (See page 7 for item statements.)

- Students in grades 4, 5, and 6 most often led in giving the highest percentages of positive responses to items 11-16.
- Grade 11 most often gave the lowest percentage of positive responses.
- Grade 11 most often showed a reduction in positive responses.
- Grade 9 most often showed an increase in positive responses in May.

Items 23-26 (Grades 7-12) (See page 8 for item statements.)

- Students in grades 7 and 9 most often led in giving the highest percentage of positive responses to items 23-26.
- Grade 11 most often gave the lowest percentage of positive responses.
- Grade 11 most often showed a reduction in positive responses.
- Grade 9 most often showed an increase in positive responses.

Items 37-41 (Grades 10-12) (See page 8 for item statements.)

- Students in grade 12 most often led in giving the highest percentage of positive responses to items 37-41.
- Grade 11 most often gave the lowest percentage of positive responses.
- Grade 11 most often showed a reduction in positive responses in May.
- Grade 12 most often showed an increase in positive responses in May.

## IV. OCCUPATIONAL AWARENESS AND ORIENTATION

As indicated in Chapter I, elementary school children were asked to respond to four items concerning occupational awareness and orientation; junior high school students were asked to respond to seven, and senior high school students responded to nine items.

### Results in General

The overall results indicated that programs for the development of occupational awareness and orientation were already fairly well established with 67.3% positive responses from boys and girls combined in December. The May responses were essentially the same with 66.6% positive. See Table XXXIII.

In comparing occupational awareness responses by sex and grade groups, boys gave their highest percentages of positive responses in grades 3-6 in both December and May, 79.5% and 83.5% respectively in grade 3, and 86.4% and 83.6% respectively in grades 4-6 (less 4th in May). Girls also gave their highest percentages of positive responses in grades 3-6 in both December and May, 94.0% and 85.6% respectively in grade 3, and 90.7% and 90.6% respectively in grades 4-6 (less 4th in May). The lowest percentages of positive responses were given by senior high school students in both December and May, the lowest being in May with 46.6% positive responses from boys and 45.0% from girls.

### Item Results

Each statement concerned with occupational awareness and orientation is listed with the range of positive responses to it, the grade showing the biggest reduction, and the grade showing the largest increase in positive responses in May. A table for each item provides the balance of details.

TABLE XXXIII

PERCENTAGES OF POSITIVE RESPONSES TO OCCUPATIONAL AWARENESS ITEMS, DEC/MAY, BY GRADE GROUPS AND SEX

| Grade Group | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | December | | May | | Increase/ | December | | May | | Increase/ |
| | n | Positive | n | Positive | Decrease | n | Positive | n | Positive | Decrease |
| Derived from printout #4: | | | | | | | | | | |
| 3 | 112 | 79.5% | 152 | 83.5% | + 4.0% | 100 | 94.0% | 132 | 85.6% | - 8.4% |
| 4-6* | 397 | 86.4 | 366 | 83.6 | - 2.8 | 443 | 90.7 | 428 | 90.6 | - 0.1 |
| 7-9* | 816 | 66.1 | 294 | 68.7 | + 2.6 | 698 | 65.2 | 178 | 67.4 | + 2.2 |
| 10-12 | 653 | 52.8 | 660 | 46.6 | - 6.2 | 554 | 48.7 | 456 | 45.0 | - 3.7 |
| From printcut #5: | | | | | | | | | | |
| 3-12* | 1991 | 66.5 | 1488 | 64.4 | - 1.1 | 1802 | 68.1 | 1194 | 69.2 | + 1.1 |
| | | | | | | Boys and Girls Combined | | | | |
| All Grade Groups and All Respondents:* | | | | | | 3793 | 67.3 | 2682 | 66.6 | - 0.7 |

* Less grades 4 and 8 in May.

17. Most of my teachers are careful to explain how I can use what I learn. (Grades 3-12)

Positive responses ranged from:

a low of 20.0% (40.0% SD) from grade 11 in May to
a high of 93.1% (No SDs) from grade 5 in December.

3rd graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXXIV.

TABLE XXXIV

PERCENT OF POSITIVE RESPONSES TO ITEM 17

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 57.9 | 246 | 55.3 | - 2.6 |
| | | Girls | | | |
| All* | 298 | 60.0 | 217 | 70.0 | +10.0 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 59.0 | 463 | 62.2 | + 3.2 |
| From printout #1: | | | | | |
| 3 | 53 | 88.7 | 71 | 81.7 | - 7.0 |
| 4 | 67 | 91.1 | - | - | - |
| 5 | 29 | 93.1 | 28 | 92.9 | - 0.2 |
| 6 | 111 | 74.7 | 168 | 78.5 | + 3.8 |
| 7 | 107 | 58.0 | 34 | 55.9 | - 2.1 |
| 8 | 62 | 43.7 | - | - | - |
| 9 | 46 | 36.9 | 33 | 51.5 | +14.6 |
| 10 | 46 | 32.6 | 43 | 27.9 | - 4.7 |
| 11 | 33 | 21.2 | 30 | 20.0 | - 1.2 |
| 12 | 54 | 24.1 | 49 | 26.5 | + 2.4 |

* Grades 3-12, less 4 and 8 in May.

18. I have learned about the many jobs it takes to provide my food, clothing, and shelter. (Grades 3-12)

Positive responses ranged from:

a low of 38.7% from grade 11 in May to
a high of 95.5% (62.7% SAs) from grade 4 in December. (No 4th grade responses in May).

11th graders showed the biggest reduction and
7th graders showed the largest though slight increase in positive responses in May.

See Table XXXV.

TABLE XXXV

PERCENT OF POSITIVE RESPONSES TO ITEM 18

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 320 | 81.3 | 248 | 80.2 | - 1.1 |
| | | Girls | | | |
| All* | 299 | 84.9 | 217 | 78.8 | - 6.1 |
| | | Boys and Girls Combined | | | |
| All* | 619 | 82.5 | 465 | 79.6 | - 3.3 |
| From printout #1: | | | | | |
| 3 | 53 | 92.4 | 71 | 90.1 | - 2.3 |
| 4 | 67 | 95.5 | - | - | - |
| 5 | 29 | 93.1 | 28 | 89.3 | - 3.8 |
| 6 | 113 | 93.0 | 169 | 90.5 | - 2.5 |
| 7 | 107 | 75.7 | 34 | 79.5 | + 3.8 |
| 8 | 62 | 79.1 | - | - | - |
| 9 | 41 | 80.5 | 33 | 81.8 | + 1.3 |
| 10 | 46 | 73.9 | 43 | 60.4 | 013.5 |
| 11 | 33 | 57.5 | 31 | 38.7 | -18.8 |
| 12 | 54 | 74.1 | 49 | 61.3 | -12.8 |

* Grades 3-12, less 4 and 8 in May.

19. I am learning things in school that will help me outside of school. (Grades 3-12)

Positive responses ranged from:

a low of 69.7% from grade 11 in December to
a high of 95.5% (59.7% SAs) from grade 4 in December. (No 4th grade responses in May).

7th graders showed the biggest reductions and
9th graders showed the largest increases in positive responses in May.

See Table XXXVI.

TABLE XXXVI

PERCENT OF POSITIVE RESPONSES TO ITEM 19

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 319 | 85.3 | 247 | 85.9 | - 0.6 |
| | | Girls | | | |
| All* | 298 | 88.9 | 217 | 87.1 | - 1.8 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 87.0 | 464 | 86.4 | - 0.6 |
| From printout #1: | | | | | |
| 3 | 53 | 79.3 | 71 | 78.8 | - 0.5 |
| 4 | 67 | 95.5 | - | - | - |
| 5 | 29 | 89.7 | 28 | 92.9 | + 3.2 |
| 6 | 112 | 91.1 | 169 | 93.5 | + 2.4 |
| 7 | 107 | 93.5 | 34 | 88.2 | - 5.3 |
| 8 | 61 | 82.0 | - | - | - |
| 9 | 46 | 89.2 | 33 | 93.9 | + 4.7 |
| 10 | 46 | 80.4 | 43 | 74.4 | - 6.0 |
| 11 | 33 | 69.7 | 30 | 73.3 | + 3.6 |
| 12 | 54 | 79.6 | 49 | 79.6 | - 0.0 |

* Grades 3-12 (less 4 and 8 in May)

20. I am learning to work with my hands. (Grades 3-12)

Positive responses ranged from:

a low of 40.6% from grade 11 in December to
a high of 94.0% (52.2% SAs) from grade 4 in December. (No 4th grade responses in May).

7th graders showed the biggest reduction and
5th graders showed the largest increase in positive responses in May.

See Table XXXVII.

TABLE XXXVII

PERCENT OF POSITIVE RESPONSES TO ITEM 20

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 318 | 77.1 | 246 | 73.2 | - 3.9 |
| | | Girls | | | |
| All* | 299 | 78.2 | 217 | 77.5 | - 0.7 |
| | | Boys and Girls Combined | | | |
| All* | 617 | 77.6 | 463 | 75.2 | - 2.4 |
| From printout #1: | | | | | |
| 3 | 53 | 84.9 | 71 | 87.3 | + 2.4 |
| 4 | 67 | 94.0 | - | - | - |
| 5 | 29 | 72.4 | 28 | 85.7 | +13.3 |
| 6 | 112 | 83.9 | 168 | 84.6 | + 0.7 |
| 7 | 107 | 88.7 | 34 | 79.4 | -10.7 |
| 8 | 62 | 82.3 | - | - | - |
| 9 | 46 | 84.8 | 33 | 90.9 | + 6.1 |
| 10 | 46 | 52.2 | 43 | 55.9 | + 3.7 |
| 11 | 32 | 40.6 | 31 | 41.9 | + 1.3 |
| 12 | 54 | 50.0 | 48 | 41.7 | - 8.3 |

* Grades 3-12, less 4 and 8 in May.

27. Most of my teachers have encouraged me to think about jobs that I could do some day. (Grades 7-12)

Positive responses ranged from:

a low of 30.0% (26.7% SDs) from grade 11 and
30.6% from grade 12 to
a high of 65.2% from grade 10 in December.

10th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XXXVIII.

TABLE XXXVIII

PERCENT OF POSITIVE RESPONSES TO ITEM 27

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 46.5 | 117 | 37.6 | - 8.9 |
| | | Girls | | | |
| All* | 161 | 49.7 | 75 | 41.3 | - 7.4 |
| | | Boys and Girls Combined | | | |
| All* | 350 | 48.0 | 192 | 39.1 | - 8.9 |
| From printout #1: | | | | | |
| 7 | 106 | 52.9 | 33 | 39.4 | -13.5 |
| 8 | 61 | 32.8 | - | - | - |
| 9 | 46 | 43.4 | 33 | 48.5 | + 5.1 |
| 10 | 46 | 65.2 | 42 | 47.6 | -17.6 |
| 11 | 32 | 46.9 | 30 | 30.0 | -16.9 |
| 12 | 53 | 47.1 | 49 | 30.6 | -16.5 |

* Grades 7-12, less 8 in May

28. Most of my teachers have shown me how I could use what they teach me in jobs that interest me. (Grades 7-12)

Positive responses ranged from:

a low of 9.3% from grade 11 in December to
a high of 53.8% from grade 7 in December.

7th and 12th graders showed the biggest, but slight, reductions, and 9th graders showed the largest increases in positive responses in May.

See Table XXXIX.

TABLE XXXIX

PERCENT OF POSITIVE RESPONSES TO ITEM 28

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 38.0 | 118 | 34.8 | - 3.2 |
| | | Girls | | | |
| All* | 162 | 37.7 | 75 | 34.7 | - 3.0 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 37.9 | 193 | 34.7 | - 3.2 |
| From printout #1: | | | | | |
| 7 | 106 | 53.8 | 33 | 51.5 | - 2.3 |
| 8 | 62 | 41.9 | - | - | - |
| 9 | 46 | 36.9 | 32 | 50.0 | +13.1 |
| 10 | 46 | 37.0 | 43 | 39.5 | + 2.5 |
| 11 | 32 | 9.3 | 31 | 16.1 | + 6.8 |
| 12 | 53 | 20.8 | 49 | 18.3 | - 2.5 |

* Grades 7-12, less 8 in May

29. I have learned that several jobs are similar in many ways. (Grades 7-12)

Positive responses ranged from:

a low of 55.1% from grade 12 in May to
a high of 82.6% (No SDs) from grade 10 in December.

12th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XL.

TABLE XL

PERCENT OF POSITIVE RESPONSES TO ITEM 29

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 73.6 | 117 | 67.5 | - 6.1 |
| | | Girls | | | |
| All* | 162 | 63.0 | 76 | 60.5 | - 2.5 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 68.7 | 193 | 64.8 | - 3.9 |
| From printout #1: | | | | | |
| 7 | 106 | 63.2 | 33 | 75.8 | +12.6 |
| 8 | 62 | 69.4 | - | - | - |
| 9 | 46 | 60.8 | 33 | 75.8 | +15.0 |
| 10 | 46 | 82.6 | 43 | 65.2 | -17.4 |
| 11 | 32 | 62.6 | 30 | 56.6 | - 6.0 |
| 12 | 53 | 75.4 | 49 | 55.1 | -20.3 |

* Grades 7-12, less 8 in May)

42. Most of my teachers relate their subjects to the "real world" outside of school. (Grades 10-12)

Positive responses ranged from:

a low of 18.5% from grade 12 in December to
a high of 39.5% from grade 10 in May.

11th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table XLI.

TABLE XLI

PERCENT OF POSITIVE RESPONSES TO ITEM 42

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 20.2 | 74 | 28.4 | + 8.2 |
| | | Girls | | | |
| All* | 62 | 30.6 | 50 | 32.0 | + 1.4 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 25.0 | 124 | 29.8 | + 4.8 |
| From printout #1: | | | | | |
| 10 | 46 | 34.8 | 43 | 39.5 | + 4.7 |
| 11 | 33 | 21.2 | 29 | 20.5 | - 0.5 |
| 12 | 54 | 18.5 | 49 | 24.5 | + 6.0 |

* Grades 10-12

43. High school is helping me learn things I can use on a job. (Grades 10-12)

Positive responses ranged from:

a low of 39.4% (No SAs) from grade 11 in December to
a high of 71.7% from grade 10 in December.

10th graders showed the biggest reduction and
11th graders showed the largest increase in positive responses in May.

See Table XLII.

TABLE XLII

PERCENT OF POSITIVE RESPONSES TO ITEM 43

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 66.3 | 75 | 61.3 | - 5.0 |
| | | Girls | | | |
| All* | 61 | 54.2 | 50 | 54.0 | - 0.2 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 60.7 | 125 | 58.4 | - 2.3 |
| From printout #1: | | | | | |
| 10 | 46 | 71.7 | 43 | 58.1 | -13.6 |
| 11 | 33 | 39.4 | 30 | 46.6 | + 7.2 |
| 12 | 53 | 62.2 | 49 | 65.3 | + 3.1 |

* Grades 10-12

Occupational Awareness and Orientation Items in Review

Items 17-20 (Grades 3-12) (See page 8 for item statements.)

- Students in grades 4, 5, 6, and 9 most often led in giving the highest percentages of positive responses to items 17-23.
- Grade 11 most often gave the lowest percentage of positive responses.
- Grade 7 most often showed the biggest reduction in positive responses.
- Grade 9 most often showed the largest increase in positive responses.

Items 27-29 (Grades 7-12) (See page 8 for item statements.)

- Students in grades 7, 9, and 10 most often led in giving the highest percentages of positive responses to items 27-29.
- Grades 11 and 12 most often gave the lowest percentages of positive responses.
- Grade 12 most often showed a reduction in positive responses.
- Grade 9 most often showed the largest increase in positive responses.

Items 42 and 43 (Grades 10-120 (See page 8 for item statements.)

- Students in grade 10 most often led in giving the highest percentages of positive responses to items 42 and 43.
- Grade 11 most often gave the lowest percentage of positive responses.
- Grade 10 showed the biggest reduction in percentage of positive responses to item 43, and grade 11 showed the biggest reduction in positive responses to item 42.
- Grade 11 showed the largest increase in positive responses to item 43, and grade 12 showed the largest increase in positive responses to item 42.

## V. OCCUPATIONAL EXPLORATION, PLANNING, PREPARATION AND PLACEMENT

As indicated in Chapter I, junior high school students (grades 7-9) were asked to respond to six items and senior high school students (10-12) responded to 21 items.

### Results in General

The overall results indicated that programs for occupational exploration, planning, preparation, and placement were already fairly well established with 67.5% positive responses from boys and girls combined in December. The May responses were approximately the same with 66.8% positive. See XLIII.

In comparing the responses by sex and grade, boys gave approximately the same percentage of positive responses in junior and senior high schools in December, 66.8% and 66.2% respectively. In May the junior high boys' percentage of positive responses increased to 72.4% while the senior high boys' remained approximately the same, 66.0%. Junior high girls gave 70.0% and 69.8% positive responses in December and May respectively; and senior high girls gave 68.1% and 66.5% positive responses in December and May.

### Item Results

As in the previous section, each statement concerned with occupational exploration, planning, preparation, or placement is listed together with the range of positive responses to it, the grade showing the biggest reduction, and the grade showing the largest increase in percentages of positive responses in May. A table for each item provides the balance of details concerning student responses to it.

TABLE XLIII

PERCENTAGES OF POSITIVE RESPONSES TO OCCUPATIONAL EXPLORATION, PLANNING, PREPARATION AND PLACEMENT ITEMS, DECEMBER 1972 AND MAY 1973, BY GRADE GROUPS AND SEX

| | Boys | | | | | Girls | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Group | n | December Positive | n | May Positive | Increase/ Decrease | n | December Positive | n | May Positive | Increase/ Decrease |
| Derived from printout #4: | | | | | | | | | | |
| 7-9* | 696 | 66.8% | 250 | 72.4% | + 5.6% | 599 | 70.0% | 599 | 69.8% | - 0.2 |
| 10-12 | 1524 | 66.2% | 1538 | 66.0 | - 0.2 | 1280 | 68.1 | 1050 | 66.5 | - 1.6 |
| From printout #5: | | | | | | | | | | |
| 7-12* | 2241 | 66.4 | 1914 | 66.9 | + 0.5 | 1885 | 68.7 | 1199 | 66.9 | - 1.8 |
| | | | | | | Boys and Girls Combined | | | | |
| Both Grade Groups and All Respondents:* | | | | | | 4126 | 67.5 | 3013 | 66.8 | - 0.7 |

* Less grade 8 in May.

30. My school and community provide opportunities to explore and try out different kinds of jobs. (Grades 7-12)

Positive responses ranged from:

a low of 25.0% (No SAs) from grade 11 in December to
a high of 65.2% from grades 10 in December.

10th graders showed the biggest reduction and
11th graders showed the largest increase in positive responses in May.

See Table XLIV.

TABLE XLIV

PERCENT OF POSITIVE RESPONSES TO ITEM 30

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 53.4 | 118 | 46.4 | - 6.8 |
| | | Girls | | | |
| All* | 161 | 50.3 | 75 | 41.4 | - 8.9 |
| | | Boys and Girls Combined | | | |
| All* | 350 | 52.0 | 193 | 45.5 | - 6.5 |
| From printout #1: | | | | | |
| 7 | 106 | 60.4 | 33 | 54.6 | - 5.8 |
| 8 | 62 | 59.7 | - | - | - |
| 9 | 46 | 45.7 | 33 | 42.5 | - 3.2 |
| 10 | 46 | 65.2 | 42 | 54.8 | -10.4 |
| 11 | 32 | 25.0 | 31 | 42.0 | +17.0 |
| 12 | 52 | 36.6 | 49 | 32.7 | - 3.9 |

* Grades 7-12 (less 8 in May)

31. Our school recreation programs are preparing me for leisure time activities as an adult. (Grades 7-12)

Positive responses ranged from:

a low of 40.6% (25.0% SDs and No SAs) from grade 11 in December to a high of 69.7% from grade 7 in May.

None of the junior and senior high grades showed a reduction in the percentage of positive responses in May.
9th graders showed the largest increase in positive responses.

See Table XLV.

TABLE XLV

PERCENT OF POSITIVE RESPONSES TO ITEM 31

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 189 | 55.6 | 118 | 62.8 | + 7.2 |
| | | Girls | | | |
| All* | 162 | 60.5 | 76 | 56.6 | - 3.9 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 57.8 | 194 | 60.3 | + 2.5 |
| From printout #1: | | | | | |
| 7 | 106 | 67.0 | 33 | 69.7 | + 2.7 |
| 8 | 62 | 46.8 | - | - | - |
| 9 | 46 | 54.3 | 33 | 60.7 | + 6.4 |
| 10 | 46 | 60.9 | 43 | 65.1 | + 4.2 |
| 11 | 32 | 40.6 | 31 | 42.0 | + 1.4 |
| 12 | 53 | 58.5 | 49 | 59.2 | + 0.7 |

* Grades 7-12 (less 9 in May)

32. After considering what I know about myself and available opportunities, I am free to choose my own occupation. (Grades 7-12)

Positive responses ranged from:

a low of 67.7% from grade 11 in May to
a high of 93.9% (No SDs) from both grade 7 and 9 in May and
93.5% (No SDs) from grade 10 in December.

11th graders showed the biggest reduction and
7th graders showed the largest increase in positive responses in May.

See Table XLVI.

TABLE XLVI

PERCENT OF POSITIVE RESPONSES TO ITEM 32

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3 | | Boys | | | |
| All* | 189 | 83.1 | 118 | 88.2 | + 5.1 |
| | | Girls | | | |
| All* | 162 | 91.3 | 76 | 84.2 | - 7.1 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 86.9 | 194 | 86.6 | - 0.3 |
| From printout #1: | | | | | |
| 7 | 106 | 88.6 | 33 | 93.9 | + 5.3 |
| 8 | 62 | 87.1 | - | - | - |
| 9 | 46 | 89.1 | 33 | 93.9 | + 4.8 |
| 10 | 46 | 93.5 | 43 | 90.7 | - 2.8 |
| 11 | 32 | 78.2 | 31 | 67.7 | -10.5 |
| 12 | 53 | 79.2 | 49 | 83.7 | + 4.5 |

* Grades 7-12 (less 8 in May)

33. I have found that most people can do a variety of different jobs. (Grades 7-12)

Positive responses ranged from:

a low of 67.7% from grade 11 in May to
a high of 91.3% (No SDs) from grade 9 in December and
90.7% from grade 10 in May.

11th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table XLVII.

TABLE XLVII

PERCENT OF POSITIVE RESPONSES TO ITEM 33

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 83.1 | 118 | 89.8 | + 6.7 |
| | | Girls | | | |
| All* | 162 | 85.2 | 76 | 76.3 | - 8.9 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 84.0 | 194 | 84.5 | + 0.5 |
| From printout #1: | | | | | |
| 7 | 106 | 86.8 | 33 | 84.8 | - 2.0 |
| 8 | 62 | 77.4 | - | - | - |
| 9 | 46 | 91.3 | 33 | 87.9 | - 3.4 |
| 10 | 46 | 84.7 | 43 | 90.7 | + 6.0 |
| 11 | 32 | 78.1 | 31 | 67.7 | -10.4 |
| 12 | 53 | 84.9 | 49 | 89.8 | + 4.9 |

* Grades 7-12, (less 8 in May)

34. I have a pretty good idea about the kind of work I would like to do in the future. (Grades 7-12)

Positive responses ranged from:

a low of 62.2% from grade 12 in December to
a high of 78.8% from grade 9 in May.

7th graders showed the only, but very slight, reduction, and 12th graders showed the largest increase in positive responses in May.

See Table XLVIII.

TABLE XLVIII

PERCENT OF POSITIVE RESPONSES TO ITEM 34

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 69.4 | 118 | 72.9 | + 3.5 |
| | | Girls | | | |
| All* | 162 | 76.0 | 75 | 73.3 | - 2.7 |
| | | Boys and Girls Combined | | | |
| All* | 351 | 72.3 | 193 | 73.1 | + 0.8 |
| From printout #1: | | | | | |
| 7 | 105 | 76.4 | 33 | 75.8 | - 0.6 |
| 8 | 62 | 69.4 | - | - | - |
| 9 | 46 | 76.1 | 33 | 78.8 | + 2.7 |
| 10 | 46 | 76.1 | 42 | 76.2 | + 0.1 |
| 11 | 32 | 68.8 | 31 | 71.0 | + 2.2 |
| 12 | 53 | 62.2 | 49 | 67.3 | + 5.1 |

* Grades 7-12, (less 8 in May)

35. I have been told about the different high school courses that are available. (Grades 7-12)

Positive responses ranged from:

a low of 37.2% from grade 9 in December to
a high of 81.4% from grade 10 in May.

12th graders showed the biggest reduction and
9th graders showed the largest increase in positive responses in May.

See Table XLIX.

TABLE XLIX

PERCENT OF POSITIVE RESPONSES TO ITEM 35

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 189 | 59.3 | 116 | 70.7 | +11.4 |
| | | Girls | | | |
| All* | 160 | 56.9 | 75 | 66.7 | + 9.8 |
| | | Boys and Girls Combined | | | |
| All* | 349 | 58.2 | 191 | 69.1 | +10.9 |
| From printout #1: | | | | | |
| 7 | 105 | 48.5 | 31 | 45.1 | - 3.4 |
| 8 | 62 | 46.8 | - | - | - |
| 9 | 46 | 37.2 | 32 | 75.0 | +37.8 |
| 10 | 46 | 76.1 | 43 | 81.4 | + 5.3 |
| 11 | 32 | 75.0 | 31 | 71.0 | - 4.0 |
| 12 | 52 | 78.8 | 49 | 67.3 | -11.5 |

* Grades 7-12 (less 8 in May)

44. I believe it is important to consider future demands for different occupations as I plan my high school program and/or post high school training. (Grades 10-12)

Positive responses ranged from:

a low of 86.7% from grades 11 in May to
a high of 95.7% (No SDs) from grade 10 in December.

10th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed an increase.

See Table L.

TABLE L

PERCENT OF POSITIVE RESPONSES TO ITEM 44

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 93.2 | 74 | 87.9 | - 5.3 |
| | | Girls | | | |
| All* | 62 | 93.5 | 50 | 90.0 | - 3.5 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 93.4 | 124 | 88.7 | - 4.7 |
| From printout #1: | | | | | |
| 10 | 46 | 95.7 | 43 | 88.3 | - 7.4 |
| 11 | 33 | 87.8 | 30 | 86.7 | - 1.1 |
| 12 | 54 | 94.4 | 49 | 89.8 | - 4.6 |

* Grades 10-12

45. I believe the occupation I choose will affect the kind of life I will have off the job. (Grades 10-12)

Positive responses ranged from:

a low of 81.7% for grade 12 in May to
a high of 96.9% (No SDs) from grade 11 in December.

11th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed an increase.

See Table LI

TABLE LI

PERCENT OF POSITIVE RESPONSES TO ITEM 45

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 73 | 91.8 | 75 | 77.3 | -14.5 |
| | | Girls | | | |
| All* | 60 | 96.7 | 50 | 94.0 | - 2.7 |
| | | Boys and Girls Combined | | | |
| All* | 133 | 94.0 | 125 | 84.0 | -10.0 |
| From printout #1: | | | | | |
| 10 | 46 | 93.5 | 43 | 90.7 | - 2.8 |
| 11 | 32 | 96.9 | 30 | 83.3 | -13.6 |
| 12 | 52 | 92.3 | 49 | 81.7 | -10.6 |

* Grades 10-12

46. I believe I should prepare for a group of related jobs as well as for a specific job. (Grades 10-12)

Positive responses ranged from:

a low of 73.3$ from grades 11 in May to
a high of 96.6% (No SDs) from grade 10 in December.

11th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed an increase.

See Table LII.

TABLE LII

PERCENT OF POSITIVE RESPONSES TO ITEM 46

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 90.6 | 74 | 81.1 | - 9.5 |
| | | Girls | | | |
| All* | 62 | 93.6 | 49 | 85.8 | - 7.8 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 91.9 | 123 | 82.9 | - 9.0 |
| From printout #1: | | | | | |
| 10 | 46 | 95.6 | 42 | 88.1 | - 7.5 |
| 11 | 33 | 87.9 | 30 | 73.3 | -14.6 |
| 12 | 54 | 90.8 | 48 | 83 3 | - 7.5 |

* Grades 10-12

47. High school is preparing me for a "next step" beyond high school in either a job or further education. (Grades 10-12)

Positive responses ranged from:

a low of 60.0% from grade 11 in May to
a high of 79.7% from grade 12 in December.

11th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed an increase.

See Table LIII.

TABLE LIII

PERCENT OF POSITIVE RESPONSES TO ITEM 47

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 74 | 70.3 | 75 | 66.7 | - 3.6 |
| | | Girls | | | |
| All* | 62 | 82.2 | 50 | 70.0 | -12.2 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 75.7 | 125 | 68.0 | - 7.7 |
| From printout #1: | | | | | |
| 10 | 46 | 71.8 | 43 | 65.1 | - 6.7 |
| 11 | 33 | 72.7 | 30 | 60.0 | -12.7 |
| 12 | 54 | 79.7 | 49 | 73.5 | - 6.2 |

* Grades 10-12

48. My school counselor has provided me with enough information about occupations. (Grades 10-12)

Positive responses ranged from:

a low of 20.0% (53.3% SDs and no SAs) from grade 11 in May to
a high of 41.9 from grade 10 in May.

12th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table LIV.

TABLE LIV

PERCENT OF POSITIVE RESPONSES TO ITEM 48

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 74 | 29.7 | 75 | 32.0 | + 2.3 |
| | | Girls | | | |
| All* | 61 | 29.5 | 50 | 36.0 | + 5.5 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 29.7 | 125 | 33.6 | + 3.9 |
| From printout #1: | | | | | |
| 10 | 46 | 32.6 | 43 | 41.9 | + 9.3 |
| 11 | 31 | 15.1 | 30 | 20.0 | + 4.9 |
| 12 | 53 | 37.7 | 49 | 32.6 | - 5.1 |

49. My school counselor has told me about entrance requirements for various continuing education programs. (Grades 10-12)

Positive responses ranged from:

a low of 15.1% (39.4% SDs) from grade 11 in December to
a high of 69.3% from grade 12 in May.

None of the senior high grades showed a reduction in positive responses. 11th graders showed the largest increase in positive responses in May.

See Table LV.

TABLE LV

PERCENT OF POSITIVE RESPONSES TO ITEM 49

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 74 | 50.0 | 75 | 53.3 | + 3.3 |
| | | Girls | | | |
| All* | 62 | 37.1 | 50 | 38.0 | + 0.9 |
| | | Boys and Girls Combined | | | |
| All* | 136 | 44.1 | 125 | 47.2 | + 3.1 |
| From printout #1: | | | | | |
| 10 | 46 | 37.0 | 43 | 37.2 | + 0.2 |
| 11 | 33 | 15.1 | 30 | 26.6 | +11.5 |
| 12 | 54 | 66.7 | 49 | 69.3 | + 2.6 |

* Grades 10-12

50. My school counselor has told me about the requirements necessary for entrance into occupations of interest to me. (Grades 10-12)

Positive responses ranged from:

a low of 9.1% (39.4% SDs) from grade 11 in December to
a high of 50.9% from grade 12 in December.

12th graders showed the biggest reduction and
11th graders showed the largest increase in positive responses in May.

See Table LVI.

TABLE LVI

PERCENT OF POSITIVE RESPONSES TO ITEM 50

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 32.4 | 74 | 25.7 | - 6.7 |
| | | Girls | | | |
| All | 61 | 32.8 | 50 | 44.0 | +11.2 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 32.6 | 124 | 33.1 | + 0.5 |
| From printout #1: | | | | | |
| 10 | 46 | 28.3 | 42 | 33.4 | + 5.1 |
| 11 | 33 | 9.1 | 30 | 16.6 | + 7.5 |
| 12 | 53 | 50.9 | 49 | 44.9 | - 6.0 |

* Grades 10-12

51. Our school library or IMC is a good place to get information about jobs. (Grades 10-12)

Positive responses ranged from:

a low of 53.3% (23.3% SDs) from grade 11 in May to
a high of 91.3% from grade 10 in December.

11th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table LVII.

TABLE LVII

PERCENT OF POSITIVE RESPONSES TO ITEM 51

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 73 | 75.3 | 73 | 76.7 | + 1.4 |
| | | Girls | | | |
| All* | 61 | 78.7 | 50 | 72.0 | - 6.7 |
| | | Boys and Girls Combined | | | |
| All* | 134 | 76.8 | 123 | 74.8 | - 2.0 |
| From printout #1: | | | | | |
| 10 | 46 | 91.3 | 43 | 81.4 | - 8.9 |
| 11 | 33 | 75.7 | 30 | 53.3 | -22.4 |
| 12 | 52 | 63.4 | 48 | 81.2 | + 7.8 |

* Grades 10-12

52. School has helped me accept the responsibilities for my own career planning. (Grades 10-12)

Positive responses ranged from:

a low of 58.6% (24.1% SDs) from grade 11 in May to
a high of 74.4% from grade 10 in May.

11th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table LVIII.

TABLE LVIII

PERCENT OF POSITIVE RESPONSES TO ITEM 52

| Grade | n | December 1972 % Positive | n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 60.8 | 73 | 68.5 | + 7.7 |
| | | Girls | | | |
| All* | 60 | 75.0 | 50 | 70.0 | - 5.0 |
| | | Boys and Girls Combined | | | |
| All* | 134 | 67.2 | 123 | 69.1 | + 1.9 |
| From printout #1: | | | | | |
| 10 | 46 | 71.7 | 43 | 74.4 | + 2.7 |
| 11 | 33 | 66.7 | 29 | 58.6 | - 8.1 |
| 12 | 52 | 63.5 | 48 | 72.9 | + 9.4 |

* Grades 10-12

53. I have talked with some of my friends about my career plans. (Grades 10-12)

Positive responses ranged from:

a low of 63.0% from grade 10 in December to
a high of 86.8% from grades 12 in December.

11th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table LIX

TABLE LIX

PERCENT OF POSITIVE RESPONSES TO ITEM 53

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 74.4 | 74 | 70.3 | - 4.1 |
| | | Girls | | | |
| All* | 61 | 77.1 | 50 | 88.0 | +10.9 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 75.5 | 124 | 77.4 | + 1.9 |
| From printout #1: | | | | | |
| 10 | 46 | 63.0 | 43 | 76.7 | +13.7 |
| 11 | 33 | 78.8 | 30 | 70.0 | - 8.8 |
| 12 | 53 | 86.8 | 48 | 83.4 | - 3.4 |

* Grades 10-12

54. I have talked with some of my teachers about my career plans. (Grades 10-12)

Positive responses ranged from:

a low of 13.0% from grade 10 in December to
a high of 54.1% from grade 12 in May.

None of the senior high grades showed a reduction in positive responses. 12th graders showed the largest increase in positive respon

See Table LX.

TABLE LX

PERCENT OF POSITIVE RESPONSES TO ITEM 54

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 31.1 | 74 | 41.9 | +10.8 |
| | | Girls | | | |
| All* | 61 | 24.6 | 50 | 32.0 | + 7.4 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 28.2 | 124 | 37.9 | + 9.7 |
| From printout #1: | | | | | |
| 10 | 46 | 13.0 | 43 | 21.0 | + 8.0 |
| 11 | 33 | 30.3 | 30 | 40.0 | +10.0 |
| 12 | 53 | 41.5 | 48 | 54.1 | +12.6 |

* Grades 10-12

55. I have talked with my parents about my career plans. (Grades 10-12)

Positive responses ranged from:

lows of 73.4% from grade 11 in May and
73.9% from grade 10 in December to
a high of 94.4% from grade 12 in December.

11th graders showed the biggest reduction and
10th graders showed the largest increase in positive responses in May.

See Table LXI.

TABLE LXI

PERCENT OF POSITIVE RESPONSES TO ITEM 55

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 82.5 | 74 | 79.7 | - 2.8 |
| | | Girls | | | |
| All* | 61 | 91.8 | 49 | 83.7 | - 8.1 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 86.7 | 123 | 81.3 | - 5.4 |
| From printout #1: | | | | | |
| 10 | 46 | 73.9 | 42 | 78.6 | + 4.7 |
| 11 | 33 | 90.9 | 30 | 73.4 | -17.5 |
| 12 | 53 | 94.4 | 48 | 87.5 | - 6.9 |

* Grades 10-12

56. I have talked with my school counselor about my career plans. (Grades 10-12)

Positive responses ranged from:

a low of 18.2% (30.3% SDs) from grade 11 in December to
a high of 56.3% from grade 12 in May.

None of the senior high grades showed a reduction in positive responses. 10th graders showed the largest increase in positive responses in May.

See Table LXII.

TABLE LXII

PERCENT OF POSITIVE RESPONSES TO ITEM 56

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 74 | 53.8 | 73 | 63.9 | +10.1 |
| | | Girls | | | |
| All* | 61 | 31.1 | 50 | 48.0 | +16.9 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 32.6 | 123 | 45.6 | +13.0 |
| From printout #1: | | | | | |
| 10 | 46 | 19.6 | 43 | 39.6 | +20.0 |
| 11 | 33 | 18.2 | 29 | 37.9 | +19.7 |
| 12 | 53 | 52.8 | 48 | 56.3 | + 3.5 |

* Grades 10-12

57. I have learned how to organize my thinking about myself as an aid to career planning. (Grades 10-12)

Positive responses ranged from:

a low of 65.3% from grade 11 in May to
a high of 82.6% (No SDs) from grade 10 in December.

10th graders showed the biggest reduction and
12th graders showed the largest increase in positive responses in May.

See Table LXIII.

TABLE LXIII

PERCENT OF POSITIVE RESPONSES TO ITEM 57

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | | | | |
| | | Boys | | | |
| All* | 73 | 75.3 | 73 | 65.8 | - 9.5 |
| | | Girls | | | |
| All* | 60 | 70.0 | 50 | 68.0 | - 2.0 |
| | | Boys and Girls Combined | | | |
| All* | 133 | 72.9 | 123 | 66.7 | - 6.2 |
| From printout #1: | | | | | |
| 10 | 46 | 82.6 | 43 | 67.5 | -15.1 |
| 11 | 32 | 62.5 | 30 | 53.3 | - 9.2 |
| 12 | 52 | 68.3 | 47 | 78.7 | +10.4 |

* Grades 10-12

58. I must be prepared to change my plans. (Grades 10-12)

Positive responses ranged from:

a low of 81.0% from grade 10 in May to
a high of 94.3% from grade 12 in December.

10th graders showed the biggest reduction in positive responses in May. None of the senior high grades showed an increase.

See Table LXIV.

TABLE LXIV

PERCENT OF POSITIVE RESPONSES TO ITEM 58

| Grade | December 1972 n | December 1972 % Positive | May 1973 n | May 1973 % Positive | Increase/ Decrease |
|---|---|---|---|---|---|
| From printout #3: | | Boys | | | |
| All* | 74 | 93.2 | 72 | 84.7 | - 8.5 |
| | | Girls | | | |
| All* | 61 | 95.1 | 48 | 89.6 | - 5.5 |
| | | Boys and Girls Combined | | | |
| All* | 135 | 94.1 | 120 | 86.7 | - 7.4 |
| From printout #1: | | | | | |
| 10 | 46 | 93.5 | 42 | 81.0 | -12.5 |
| 11 | 33 | 94.0 | 28 | 85.8 | - 8.2 |
| 12 | 53 | 94.3 | 47 | 91.5 | - 2.8 |

* Grades 10-12

Occupational Exploration, Planning, Preparation, and Placement Items in Review.

Items 30-35 (Grades 7-12) (See page 9 for item statements.)

- Students in grades 7, 9, and 10 most often led in giving the highest percentages of positive responses to items 30-35.
- Grade 11 most often gave the lowest percentages of positive responses.
- The biggest reductions in percentages of positive responses occurred in grades 7, 10, 11, and 12.
- Each grade providing responses in both December and May showed the largest increase in positive responses to at least one of these items.

Items 44-48 (Grades 10-12) (See page 9 for item statements.)

- Students in grade 12 most often led in giving the highest percentage of positive responses to items 44-58.
- Grade 11 most often gave the lowest percentages of positive responses.
- Grade 11 also most often showed the biggest reduction in positive responses in May.
- Grades 10 and 12 most often showed the largest increases in positive responses.

# CHAPTER III

## DISCUSSION AND RECOMMENDATIONS

### I. GENERAL DISCUSSION

As indicated in chapter I, the original intent was to provide feedback from the December administration of the opinionnaire to participating teachers concerning the degree of success they were attaining in integrating and teaching career development concepts in their ongoing curriculum and accomplishing the goals of each component of career education as outlined by USOE. Since it was impossible to provide this immediate feedback, both December and May results are reported together. However, since the May results provide the most recent student opinions concerning desired outcomes, the following discussion will deal primarily with May responses. These latest results should be of value in planning actions to be taken during the following school year.

#### Overall Effectiveness

As previously stated, the results shown in Tables I, II, III, XVII, XXXIII, and XLIII must be considered in light of inconsistencies between printouts concerning the number of responses reported. With this in mind, it can only be stated that approximately three-fourths of all student responses to all items from all grades (3, 5, 6, 7, 9, 10, 11, 12) were positive (SA or A) in May. However, a closer look at grade groups and individual grade responses to individual items reveals considerable divergence from the 75.3% overall positive responses reported in Table I.

## Effectiveness by Grade Groupings

Again, due to the problems alluded to earlier, it can only be stated that boys' May responses ranged from approximately 66.3% positive in senior high school to 85.6% in grades 5 and 6. Likewise, girls' May responses ranged from approximately 66.3% positive in senior high school to 90.3% in grades 5 and 6. In junior high school, there were 77.6% positive responses from boys and 77.0% positive from girls in May, 1973. (Refer to Table II.) Thus, senior high school student responses to all 58 items would indicate that senior high school programs were fairly effective; and, according to responses from elementary school children to the first 20 items, elementary school programs were very effective for their purposes. Junior high responses to the first 35 items would indicate that their programs were also quite effective.

## Effectiveness by Item Categories

Figures 1, 2, 3, and 4 graphically show the overall percent of positive responses to each item (in middle of bar) by category and the range of percentages of positive responses from individual grades (at ends of bars). These figures, 1-4, indicate that of the four categories, the Eau Claire Public Schools were most effective in helping students develop self awareness and positive attitudes toward work. The high percentages of positive responses to self awareness items is not surprising, since the project staff firmly believes in the theory that career choice is directly related to self concept and has deliberately placed strong emphasis on this component.

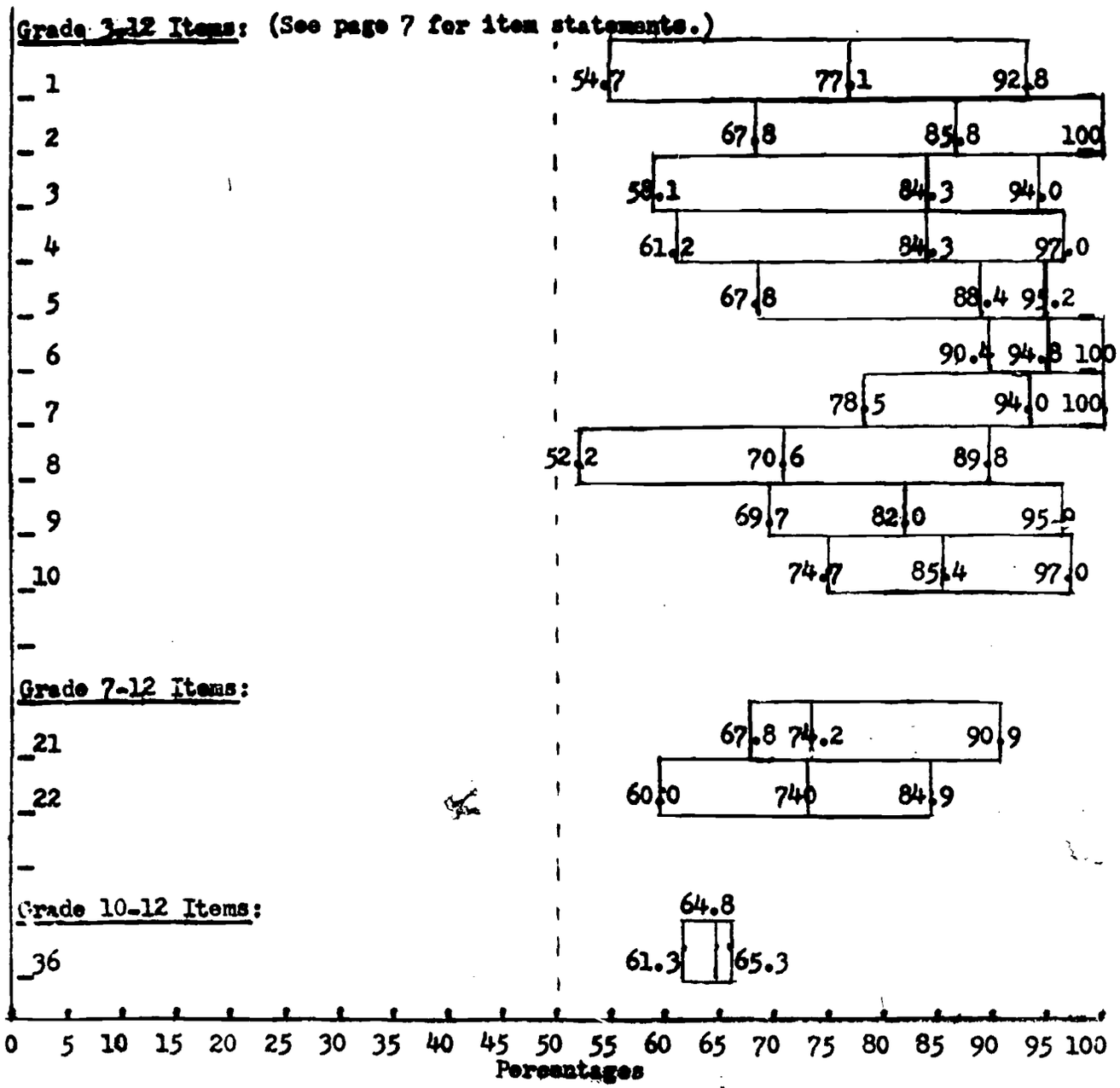


FIGURE 1

PERCENT OF POSITIVE RESPONSES FROM ALL RESPONDENTS TO EACH SELF AWARENESS ITEM AND RANGE IN PERCENTAGES FROM INDIVIDUAL GRADES TO EACH ITEM IN MAY 1973.

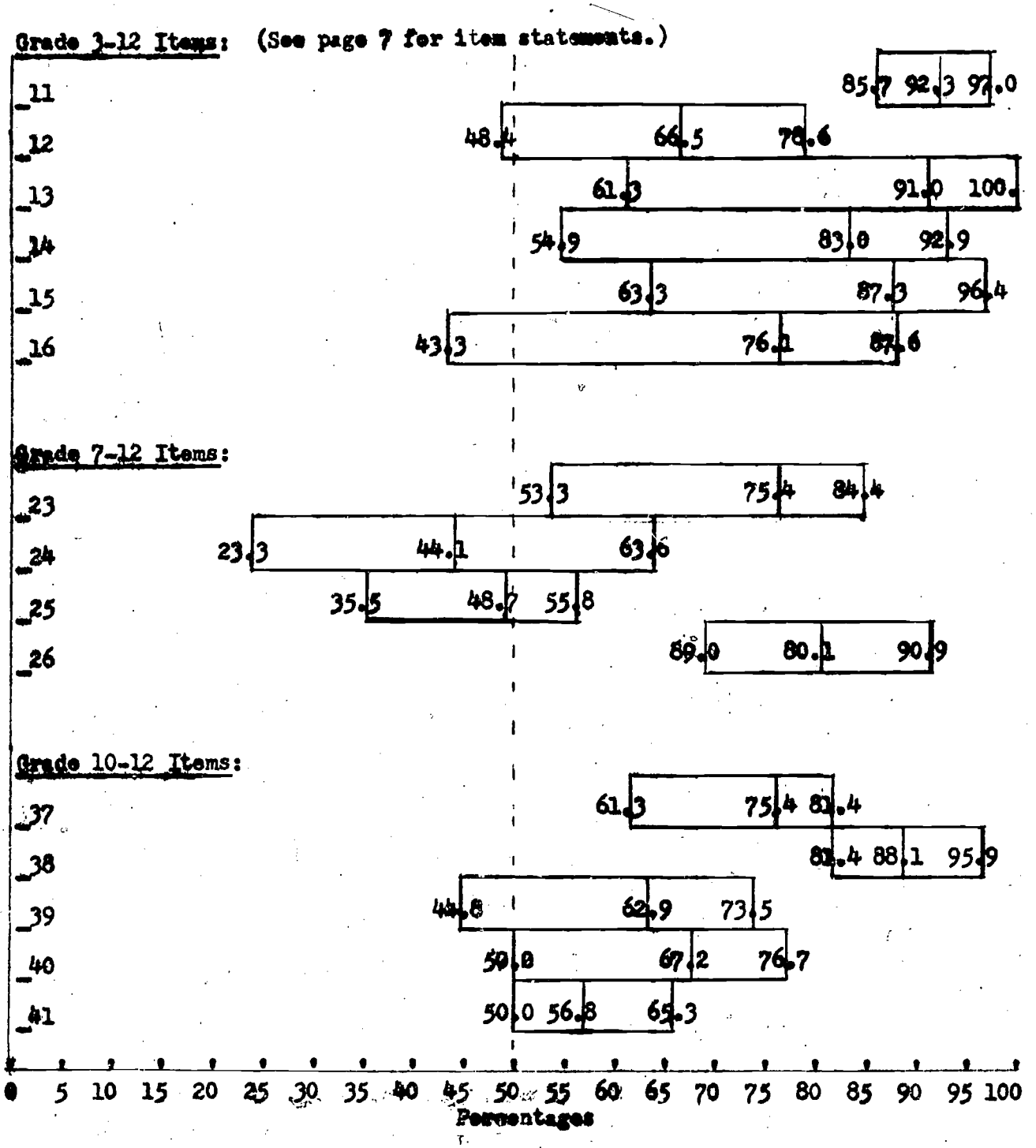


FIGURE 2.

PERCENT OF POSITIVE RESPONSES FROM ALL RESPONDENTS TO EACH ATTITUDE TOWARD WORK ITEM AND RANGE IN PERCENTAGES FROM INDIVIDUAL GRADES TO EACH ITEM IN MAY 1973.

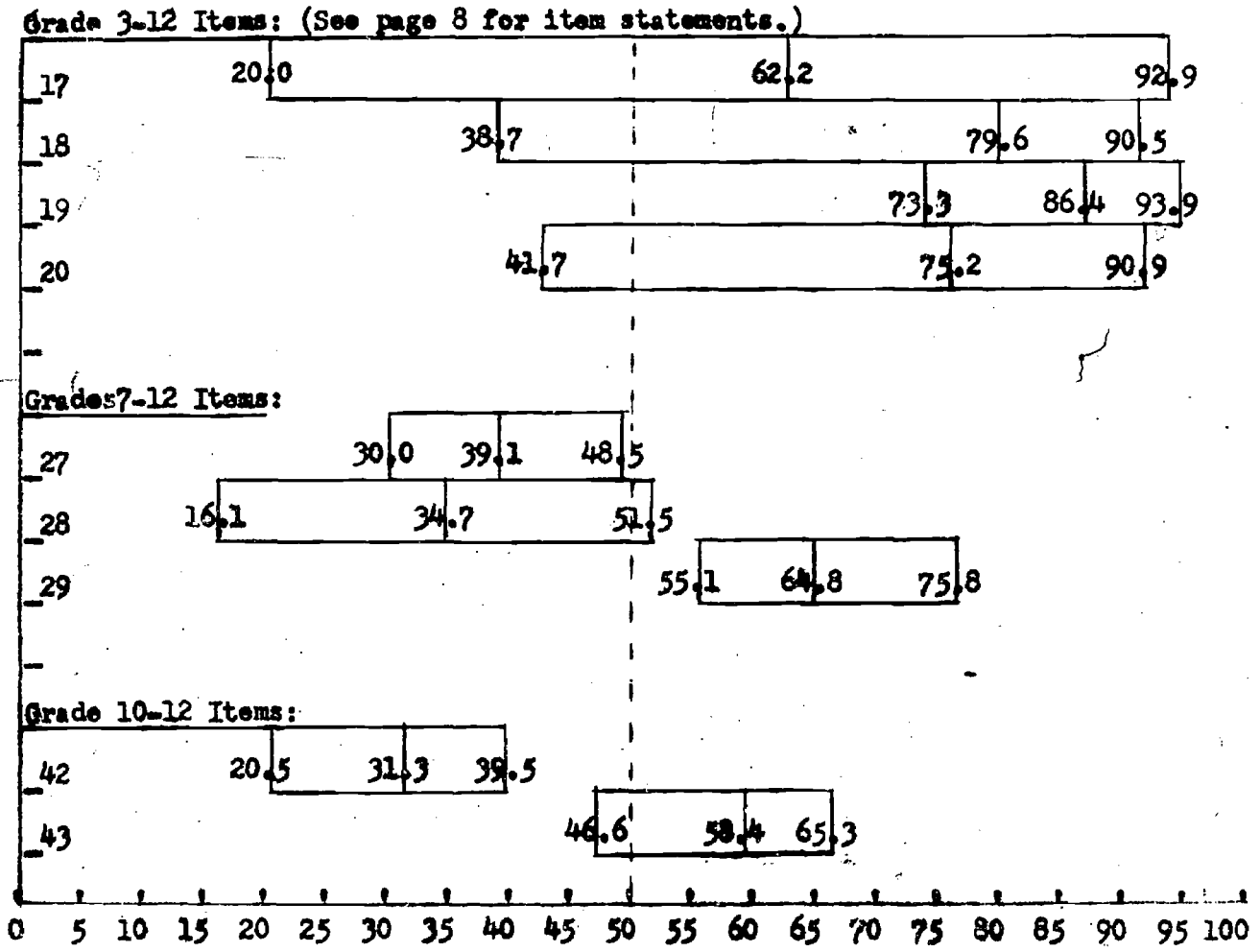


FIGURE 3

PERCENT OF POSITIVE RESPONSES FROM ALL RESPONDENTS TO EACH OCCUPATIONAL AWARENESS ITEM AND RANGE IN PERCENTAGES FROM INDIVIDUAL GRADES TO EACH ITEM IN MAY 1973.

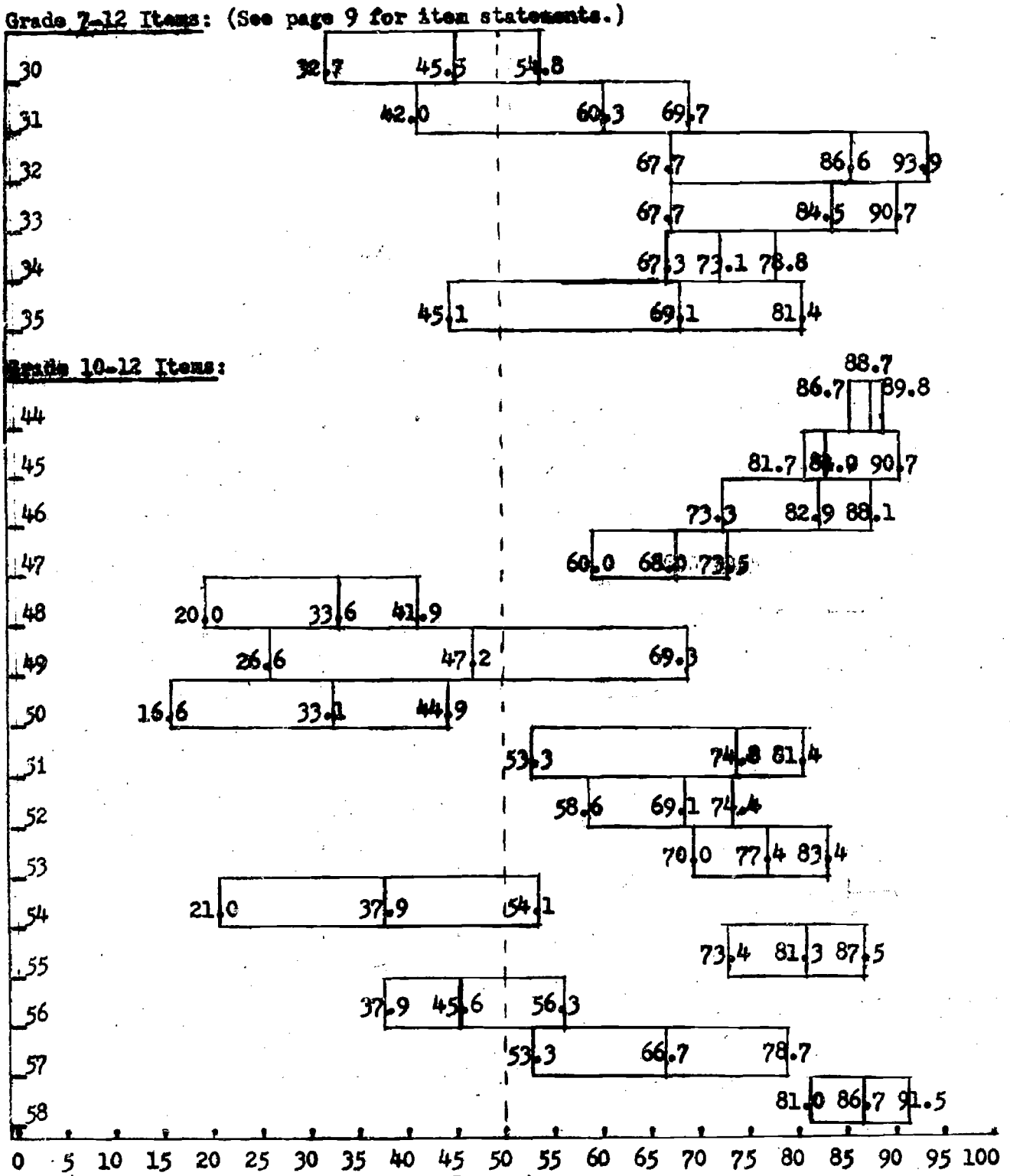


FIGURE 4

PERCENT OF POSITIVE RESPONSES FROM ALL RESPONDENTS TO EACH OCCUPATIONAL EXPLORATION, PLANNING, PREPARATION, AND PLACEMENT ITEMS AND RANGE IN PERCENTAGES FROM INDIVIDUAL GRADES TO EACH ITEM IN MAY 1973.

## II. COMPONENT AND CONCEPT EFFECTIVENESS

As previously stated, the purposes of this study were to determine the degree of success being attained by teachers having had the benefit of a three week career education workshop in (1) teaching the basic career development concepts listed in the Wisconsin K-12 Guide for Integrating Career Development Into Local Curriculum, and (2) accomplishing the goals of each of the components of career education as outlined in guidelines for the project received from USOE.

In this section of the report, specific items related to the above concepts and/or components of career education are listed with grades that gave more or less than 75% positive responses. Items are listed under concepts which in turn are listed under USOE guideline components.

Component No. 1

"A strong guidance and counseling component."

In their triple role of counselor, consultant, coordinator, school counselors are involved in almost all facets of career education and can share responsibility with other staff members for both good and poor results. As indicated in the counselor role statement prepared by the Eau Claire staff, counselors can help teachers plan and implement career education activities, locate needed resource materials, arrange for community resource persons or serve as resource persons themselves. Their ongoing vocational guidance program is, of course, a vital part of career education. The following items from the opinionnaire have been selected as pertaining most specifically to guidance and counseling. Some will appear again under other components.

The career development concepts from the Wisconsin guide most directly concerned with guidance and counseling are:

1. An understanding and acceptance of self is important throughout life.

7. Individuals differ in their interests, abilities, attitudes and values.

13. Career development requires a continuous and sequential series of choices.

15. Individuals are responsible for their career planning.

Items in the opinionnaire related to the above component and/or concepts are listed below:

| Related Items | Grades Giving More Than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 7-12: | | |
| 32. After considering what I know about myself and available opportunities, I am free to choose my own occupation. | 7, 9, 10, 12 | 11 |
| 34. I have a pretty good idea about the kind of work I would like to do in the future. | 7, 9, 10 | 11, 12 |
| 35. I have been told about the different high school courses that are available. | 9, 10 | 7, 11, 12 |
| Grades 10-12: | | |
| 36. School has helped me recognize my strengths and limitations. | - | 10, 11, 12 |
| 44. I believe it is important to consider future demands for different occupations as I plan my high school program and/or post high school training. | 10, 12, 12 | - |

| | | |
|---|---|---|
| 48. My school counselor has provided me with enough information about occupations. | - | 10, 11, 12 |
| 49. My school counselor has told me about entrance requirements for various continuing education programs. | - | 10, 11, 12 |
| 50. My school counselor has told me about the requirements for entrance into occupations of interest to me. | - | 10, 11, 12 |
| 52. School has helped me accept the responsibility for my own career planning. | - | 10, 11, 12 |
| 56. I have talked with my school counselor about my career plans. | - | 10, 11, 12 |
| 57. I have learned how to organize my thinking about myself as an aid to career planning. | 12 | 10, 11 |

Comments. From student responses to the above items, it is apparent that there is room for considerable improvement in the guidance and counseling component. Teachers and counselors working together could show a big improvement during the coming school year in providing needed services and integrating the above concepts into the curriculum.

Component No. 2

"Programs designed to increase the self awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work."

The career development concepts from the Wisconsin guide which relate to the self awareness portion of this dual component are:

1. An understanding and acceptance of self is important throughout life.

2. Persons need to be recognized as having dignity and worth.

7. Individuals differ in their interests, abilities, attitudes and values.

Items in the opinionnaire related to the self awareness portion of the above component and/or concepts are listed below:

| Related Items | Grades Giving More than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 3-12: | | |
| 1. School helps me discover what I like to do. | 3, 5, 6, 9, 10 | 7, 11, 12 |
| 2. School helps me discover what I can do. | 3, 5, 6, 9, 12 | 7, 10, 11 |
| 3. In school I am learning to think for myself. | 3, 5, 6, 7, 9, 10 | 11, 12 |
| 4. In school I am learning to do things on my own. | 3, 5, 6, 7, 9, 10 | 11, 12 |
| 5. In school I am learning to work with other people. | 3, 5, 6, 7, 9, 12 | 10, 11 |
| 6. I can do some things very well. | 3, 5, 6, 7, 9, 10, 11, 12 | - |
| 7. I like to do some things better than others. | 3, 5, 6, 7, 9, 10, 11, 12 | - |
| 8. When I plan something, it usually turns out okay. | 10, 11, 12 | 3, 5, 6, 7, 9 |
| 9. Most of my teachers like me. | 3, 5, 6, 10, 11, 12 | 7, 9 |
| 10. Most of my classmates like me. | 5, 6, 7, 9, 10, 11, 12 | 3 |
| Grades 7-12: | | |
| 21. School gives me an opportunity to explore and develop some of my interests. | 7, 9 | 10, 11, 12 |

| | | |
|---|---|---|
| 22. School has helped me gain confidence. | 7, 9, 12 | 10, 11 |

Comments. According to responses to the above items, participants were quite effective in developing self awareness. (Note in figure 1 that none of the grades ranged below 52.2% in positive responses to these items.) Those grades receiving less than 75% positive responses to specific items should make a special effort to offer activities to develop self awareness and integrate the above concepts into the curriculum during the coming school year.

The career development concepts from the Wisconsin guide which relate to the attitudes toward work portion of this dual component are:

3. Occupations exist for a purpose.

5. Work means different things to different people.

Items in the opinionnaire related to the attitudes toward work portion of the above component and/or concepts are listed below:

| Related Items | Grades Giving More Than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 3-12: | | |
| 11. Doing good work makes me feel good. | 3, 5, 6, 7 9, 10, 11, 12 | - |
| 12. I think many people get a lot of fun out of their work. | 5 | 3, 6, 7, 9 10, 11, 12 |
| 13. I look forward to working on a job some day. | 3, 5, 6, 7, 9, 10, 12 | 11 |
| 14. I have learned about the need for people doing many kinds of work in my community. | 3, 5, 6, 7, 9 | 10, 11, 12 |
| 15. I have learned about the importance of work in the world. | 3, 5, 6, 7, 9, 12 | 10, 11 |

Grades 7-12:

| | | |
|---|---|---|
| 23. I think I will like working on a full-time job as an adult. | 7, 9, 12 | 10, 11 |
| 24. Most of my teachers have helped me become aware of the different meanings work has for different people. | - | 7, 9, 10, 11, 12 |
| 25. I have learned why and how workers cooperate among themselves and with their employers. | - | 7, 9, 10 11, 12 |
| 26. I look forward to using the money I will earn from an adult job to provide for my family. | 7, 9, 12 | 10, 11 |

Grades 10-12:

| | | |
|---|---|---|
| 37. I have learned how the needs of society have created jobs. | 10, 12 | 11 |
| 38. I believe work can meet personal needs as well as those of society. | 10, 11, 12 | - |

Comments. Although Table XVII shows that the overall percentage of positive responses to items concerned with attitudes toward work were slightly higher in May than for self awareness items (77.0% vs. 72.9%), figure 2 shows that several items received 50% or fewer positive responses from some grades. Most students reported that doing good work made them feel good; but many were dubious about people getting "a lot of fun out of their work." On the whole, elementary and junior high grades reported higher percentages of positive responses than senior high on grade 3-12 items. All responding grades in junior and senior high indicated a need for more emphasis on concept 5 concerning the

different meanings of work for different people, and on the need for cooperation when working on a job. Those grades receiving less than 75% positive responses to specific items should make a special effort to offer activities to develop positive attitudes toward work during the coming school year.

Component No. 3

> "Programs beginning at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work."

The career development concepts from the Wisconsin guide which relate to career awareness are:

3. Occupations exist for a purpose.

4. There is a wide variety of occupations which may be classified in several ways.

6. Education and work are interrelated.

9. Job specialization creates interdependency.

14. Various groups and institutions influence the nature and structure of work.

Items in the opinionnaire related to the career awareness component and/or above concepts are listed below:

| Related Items | Grades Giving More Than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 3-12: | | |
| 16. I have learned how things are made and sold in this country. | 3, 5, 6, 12 | 7, 9, 10, 11 |
| 17. Most of my teachers are careful to explain how I can use what I learn. | 3, 5, 6 | 7, 9, 10, 11, 12 |

| | | |
|---|---|---|
| 18. I have learned about the many jobs it takes to provide my food, clothing and shelter. | 3, 5, 6, 7, 9 | 10, 11, 12 |
| 19. I am learning things in school that will help me outside of school. | 3, 5, 6, 7, 9, 12 | 10, 11 |
| Grades 7-12: | | |
| 27. Most of my teachers have encouraged me to think about jobs that I could do someday. | - | 7, 9, 10, 11, 12 |
| 28. Most of my teachers have shown me how I could use what they teach me in jobs that interest me. | - | 7, 9, 10, 11, 12 |
| 29. I have learned that several jobs are similar in many ways. | 7, 9 | 10, 11, 12 |
| Grades 10-12: | | |
| 39. I have learned about the influence of labor, management, government, and public opinion on the nature and structure of work. | - | 10, 11, 12 |
| 40. I have learned how job specialization makes workers dependent upon each other. | 10 | 11, 12 |
| 42. Most of my teachers relate their subjects to the "real world" outside of school. | - | 10, 11, 12 |
| 43. High school is helping me learn things I can use on a job. | - | 10, 11, 12 |

Comments. Apparently participating elementary school teachers are more effective in explaining how students can use outside of school what they learn in school than junior and senior high school teachers. All

participating grades in junior and senior high school need help in relating learning to occupations of interest to individual students. Thus, teachers and counselors working together might well show considerable improvement during the coming year in relating subject matter to the "real world," including its use in a wide variety of occupations.

Component No. 4

"Programs beginning at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students." (Interpreted to include planning.)

The career development concepts from the Wisconsin guide which relate to career orientation, exploration, and planning are?

8. Occupational supply and demand has an impact on career planning.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

Items in the opinionnaire related to orientation, exploration, and planning and/or the above concepts are listed below:

| Related Items | Grades Giving More Than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 3-12: | | |
| 20. I am learning to work with my hands. | 3, 5, 6, 7, 9 | 10, 11, 12 |

Grades 7-12:

| | | |
|---|---|---|
| 21. School gives me an opportunity to explore and develop some of my interests. | 7, 9 | 10, 11, 12 |
| 22. My school and community provide opportunities to explore and try out different kinds of jobs. | - | 7, 9, 10, 11 12 |
| 32. After considering what I know about myself and available opportunities, I am free to choose my own occupation. | 7, 9, 10, 12 | 11 |
| 33. I have found that most people can do a variety of different jobs. | 7, 9, 10, 12 | 11 |
| 34. I have a pretty good idea about the kind of work I would like to do in the future. | 7, 9, 10 | 11, 12 |
| 35. I have been told about the different high school courses that are available. | 9, 10 | 7, 11, 12 |

Grades 10-12:

| | | |
|---|---|---|
| 41. I have learned how and why the job market changes. | - | 10, 11, 12 |
| 44. I believe it is important to consider future demands for different occupations as I plan my high school and/or post high school training. | 10, 11, 12 | - |
| 45. I believe the occupation I choose will affect the kind of life I will have off the job. | 10, 11, 12 | - |
| 46. I believe I should prepare for a group of related jobs as well as for a specific job. | 10, 12 | 11 |

| | | | |
|---|---|---|---|
| 48. My school counselor has provided me with enough information about occupations. | - | | 10, 11, 12 |
| 49. My school counselor has told me about entrance requirements for various continuing education programs. | - | | 10, 11, 12 |
| 50. My school counselor has told me about the requirements for entrance into occupations of interest to me. | - | | 10, 11, 12 |
| 51. Our school library or IMC is a good place to get information about jobs. | 10, 12 | | 11 |
| 52. School has helped me accept the responsibility for my own career planning. | - | | 10, 11, 12 |
| 53. I have talked with some of my friends about my career plans. | 10, 12 | | 11 |
| 54. I have talked with some of my teachers about my career plans. | - | | 10, 11, 12 |
| 55. I have talked with my parents about my career plans. | 10, 12 | | 11 |
| 56. I have talked with my school counselor about my career plans. | - | | 10, 11, 12 |
| 57. I have learned how to organize my thinking about myself as an aid to career planning. | 12 | | 10, 11 |
| 58. I must be prepared to to change my plans. | 10, 11, 12 | | - |

Comments. According to student responses from all participating grades in junior and senior high school, the school and community need to

provide more opportunities to explore and try out different kinds of jobs. Most senior high students realize they must consider future demands and they must be flexible in a changing society. Most were also aware of the relationship between occupational choice and future life style. However, many senior high students need to learn more about occupations, the changing job market, entrance requirements for various continuing education programs, and entrance requirements for occupations of interest to them. They also need more help in accepting the responsibility for their own career planning, and more opportunities and encouragement to discuss their career plans with their teachers and counselors. Thus, there is considerable room for improvement during the coming year in the orientation, exploration, and planning components of career education.

Component No. 5

> "Programs at grade levels 10-14 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students." (Not accountable to USOE for this component in the first project, but will be for the second project now underway.)

The career development concepts from the Wisconsin guide which relate to the preparation component are:

6. Education and work are interrelated.

11. Occupations and life styles are interrelated.

15. Individuals are responsible for their career planning.

Items in the opinionnaire related to preparation and/or the above concepts are listed below:

| Related Items | Grades Giving More Than 75% Positive Responses | Grades Giving Fewer Than 75% Positive Responses |
|---|---|---|
| Grades 7-12: | | |
| 31. Our school recreation programs are preparing me for leisure-time activities as an adult. | - | 7, 9, 10, 11, 12 |
| Grades 10-12: | | |
| 46. I believe I should prepare for a group of related jobs as well as for a specific job. | 10, 12 | 11 |
| 47. High school is preparing me for a "next step" beyond high school in either a job or further education. | - | 10, 11, 12 |

Comments. Most 10th and 12th graders believe they should prepare for a cluster of jobs as well as for a specific job; but too many senior high students did not feel high school was preparing them for a "next step." Responses from all grades (8, 9, 10, 11, 12) indicated the need for more preparation for adult leisure time activities. (Note ranges for the above items in figure 4.)

Component No. 6

"Program designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

The career development concepts from the Wisconsin guide which relate to the placement component are:

8. Occupational supply and demand has an impact on career planning. (and placement)

10. Environment and individual potential interact to influence career development.

Items in the opinionnaire related to placement and/or the above concepts are listed below:

| Related Items | Grades to be Commended | Grades Needing More Help |
|---|---|---|
| Grades 10-12: | | |
| 47. High school is preparing me for a "next step" beyond high school in either a job or further education. | - | 10, 11, 12 |
| 49. My school counselor has told me about entrance requirements for various continuing education programs. | - | 10, 11, 12 |
| 50. My school counselor has told me about the requirements necessary for entrance into occupations of interest to me. | - | 10, 11, 12 |
| 58. I must be prepared to change my plans. | 10, 11, 12 | |

Comments. Many senior high respondents did not feel high school was preparing them for placement in a next step, and many reported not knowing enough about entrance requirements for placement in jobs or further education programs. Most realized they must be prepared to change their plans; and, as shown in the discussion of component 4, most were aware of the need to consider future demands as they planned and prepared for placement in a job. Most 10th and 12th graders realized they could improve their chances for placement by preparing for a cluster of jobs. (See previous section.) The best measure of the effectiveness of placement efforts through cooperative education programs and cooperation with employers and with the Wisconsin State Employment Service will come later through follow-up studies of Eau Claire graduates.

Items for Which Each Grade Could Receive More

To assist each participating grade teacher in identifying items which could be given more attention during the coming school year, the following listing is provided: (See Appendix A for numerical listing of items.)

| Grade | Items Receiving Less Than 75% Positive Responses |
|---|---|
| 3 | 8, 10, 12 |
| 5 | 8 |
| 6 | 8, 12 |
| 7 | 1, 2, 8, 9, 12, 16, 17, 24, 25, 27, 28, 30, 31, 35 |
| 9 | 8, 9, 12, 16, 17, 24, 25, 27, 28, 30 |
| 10 | 5, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 36, 41, 42, 43, 47, 48, 49, 50, 52, 54, 56, 57 |
| 11 | 1, 2, 3, 4, 5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57 |
| 12 | 1, 2, 3, 4, 12, 14, 17, 18, 20, 21, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36, 40, 41, 42, 43, 47, 48, 49, 50, 52, 54, 56 |

## III. CONCLUSIONS

Before listing any conclusions, it should be stressed that this was not a sophisticated statistical study with specific treatment between pre and post testing, with careful control of variables, or with a com-

parison of experimental groups with control groups. Instead it was merely a report of student responses to statements concerning desired outcomes related to goals and concepts of career education. Did they strongly agree, agree, disagree, or strongly disagree? Some of the responses may have been derived from specific activities initiated because of the project while others may have been derived over a period of years. Some may have been derived from parents or other important persons in their lives, some from school activities, and some from activities or experiences in the community. The source of knowledge or attitudes reflected in their responses was not considered to be important in this study. In fact, if the career education approach is to be successful, it must involve the entire community, and it requires extensive school-community cooperation. The main concern of this study was to provide feedback to project staff, teachers, counselors, administrators, parents, employers, project advisory committee members and other interested persons in the community concerning the degree of success being attained through their collective past and present efforts in career education, at the time responses were gathered, and regardless of when or how this degree of success was attained. Assuming valid relationships among component goals, concepts, and items used (based only on personal judgments), a review and analysis of the results of this informal study might lead to the following conclusions:

1. Participants in the Eau Claire Public Schools' portion of the project were already attaining a considerable degree of success in career education in December 1972, and they maintained this level in May 1973. (Approximately three-fourths of overall responses were positive in both December and May.)

2. Although elementary school children gave the highest percentage of positive responses (to their 20 items) followed by junior high students (to their 35 items) and senior high students (to their 58 items), participants at all grade levels were achieving considerable success in attaining their respective goals of career education.

3. Participants as a whole were most effective in teaching concepts and attaining goals concerned with self awareness and positive attitudes toward work. (Compare figures 1 and 2 with figures 3 and 4 on pages 89-92).

4. There is need for considerable improvement in teaching concepts and attaining goals concerned with the guidance and counseling component of a career education. (See item reports on pages 93-95.)

5. There is also room for overall improvement in teaching concepts and attaining goals concerned with the career awareness, exploration, planning, preparations, and placement components. (See figures 3 and 4.)

6. Participating elementary school teachers (according to student responses to career awareness items) appear to be more effective than junior and senior high school teachers in developing career awareness and in explaining to students how they can apply what they learn in school to real life situations. (See page 99.)

7. Some participating junior and senior high school teachers (according to student responses to items 28 and 42 on pages 58 and 60 respectively) need more help in relating their subjects to a variety of occupations, including those of interest to their individual students.

8. Many senior high school students (according to responses to item 48 on p. 75) need more occupational information.

9. Within constraints of regulations and economic conditions, there is need (according to student responses to item 30) for continued school-community efforts to provide more opportunities for junior and senior high school students to explore and try out different kinds of jobs.

10. Many senior high school students (according to responses to item 47 on p. 74) need to become more aware of how school can prepare them for a "next step." (This awareness is basic to the preparation component.)

11. Many senior high school students (according to responses to items 49 and 50 on pages 76 and 77) need more information about post-high school options and entrance requirements for placement in jobs or post-secondary schools of interest to them. (Basic to the placement component.)

## IV. RECOMMENDATIONS

As a result of this informal study, it is recommended:

1. That participating teachers and counselors be commended for their frutiful efforts in career education during the 1972-73 school year.

2. That this report be made available to all participating teachers and counselors, project staff and members of the project's advisory committee.

3. That each teacher make a special effort to provide learning activities during the coming school year that will bring out the points or concepts covered in the items for which students gave less than 75% positive responses at their grade level. (See listing provided on pages ~~105-106~~ 107.)

4. That counselors make a special effort to become involved in a team effort with teachers to enhance all education through the career education approach.

5. That counselors improve ways and means of communicating with students, directly or indirectly, concerning:

   a. Their need to engage in career exploration, planning and preparation.

   b. Their need to establish tentative career goals and plan their educational preparation programs accordingly.

   c. Their need to seek information about themselves and available opportunities as a basis for sound vocational and educational planning.

   d. Their need to learn about the job market and entrance requirements for various jobs and/or post-secondary educational programs.

6. That more inservice training be provided for teachers to improve their skills in relating subject matter to occupations.

7. That efforts be made to expand career exploratory opportunities at both junior and senior high school levels, and in both school and community.

8. That placement and follow-up services for graduates be expanded.

9. That follow-up studies of graduates be continued to determine the long-range effectiveness of "career education."

10. That career education inservice programs be continued for all teachers, utilizing the expertise of the teachers and counselors who have participated in career education summer workshops and/or taken graduate courses in career development and have experienced success in the implementation of career education during the 1972-73 school year.

11. That the student opinionnaire be administered again in January 1974 to a random sampling of each grade, 3-12, with provision for more complete and immediate computer printouts from data processing, as an aid in giving direction for the balance of the school year.

APPENDIX A

OVERALL RESULTS FROM STUDENT OPINIONNAIRE CONCERNING CAREER EDUCATION IN EAU CLAIRE, WISCONSIN. (Four possible responses: SA, A, D, or SD.)

| Items | Percent of Positive Responses (SA + A) Dec. 1972 | May 1973 |
|---|---|---|
| 1. School helps me discover what I like to do. | 76.9 | 77.1 |
| 2. School helps me discover what I can do. | 88.5 | 85.8 |
| 3. In school I am learning to think for myself. | 87.4 | 84.3 |
| 4. In school I am learning to do things on my own. | 85.3 | 84.3 |
| 5. In school I am learning to work with other people. | 92.7 | 88.4 |
| 6. I can do some things very well. | 92.9 | 94.8 |
| 7. I like to do some things better than others. | 95.3 | 94.0 |
| 8. When I plan something, it usually turns out okay. | 71.8 | 70.6 |
| 9. Most of my teachers like me. | 81.2 | 82.0 |
| 10. Most of my classmates like me. | 87.5 | 85.4 |
| 11. Doing good work makes me feel good. | 91.4 | 92.3 |
| 12. I think many people get a lot of fun out of their work. | 59.8 | 66.5 |
| 13. I look forward to working on a job some day. | 90.3 | 91.0 |
| 14. I have learned about the need for people doing many kinds of work in my community. | 82.1 | 83.0 |
| 15. I have learned about the importance of work in the world. | 88.3 | 87.3 |
| 16. I have learned how things are made and sold in this country. | 80.4 | 76.1 |
| 17. Most of my teachers are careful to explain how I can use what I learn. | 59.0 | 62.2 |
| 18. I have learned about the many jobs it takes to provide my food, clothing and shelter. | 82.9 | 79.6 |

| Items | Percent of Positive Responses (SA + A) Dec. 1972 | May 1973 |
|---|---|---|
| 19. I am learning things in school that will help me outside of school. | 87.0 | 86.4 |
| 20. I am learning to work with my hands. | 77.6 | 75.2 |
| 21. School gives me an opportunity to explore and develop some of my interests. | 78.1 | 74.2 |
| 22. School has helped me gain self-confidence. | 75.8 | 74.0 |
| 23. I think I will like working on a full-time job as an adult. | 78.5 | 75.4 |
| 24. Most of my teachers have helped me become aware of the different meanings work has for different people. | 49.0 | 44.1 |
| 25. I have learned why and how workers cooperate among themselves and with their employers. | 55.6 | 48.7 |
| 26. I look forward to using the money I will earn from an adult job to provide for my family. | 81.8 | 80.1 |
| 27. Most of my teachers have encouraged me to think about jobs that I could do some day. | 48.0 | 39.1 |
| 28. Most of my teachers have shown me how I could use what they teach me in jobs that interest me. | 37.9 | 34.7 |
| 29. I have learned that several jobs are similar in many ways. | 68.7 | 64.8 |
| 30. My school and community provide opportunities to explore and try out different kinds of jobs. | 52.0 | 45.5 |
| 31. Our school recreation programs are preparing me for leisure-time activities as an adult. | 57.8 | 60.3 |
| 32. After considering what I know about myself and available opportunities, I am free to choose my own occupation | 86.9 | 86.6 |
| 33. I have found that most people can do a variety of different jobs. | 84.0 | 84.5 |
| 34. I have a pretty good idea about the kind of work I would like to do in the future. | 72.3 | 73.1 |

| Items | Percent of Positive Responses (SA + A) Dec. 1972 | May 1973 |
|---|---|---|
| 35. I have been told about the different high school courses that are available. | 58.2 | 69.1 |
| 36. School has helped me recognize my strengths and limitations. | 73.5 | 64.8 |
| 37. I have learned how the needs of society have created jobs. | 83.1 | 75.4 |
| 38. I believe work can meet personal needs as well as those of society. | 94.1 | 88.1 |
| 39. I have learned about the influences of labor, management, government, and public opinion on the nature and structure of work. | 70.6 | 62.9 |
| 40. I have learned how job specialization makes workers dependent upon each other. | 75.0 | 67.2 |
| 41. I have learned why and how the job market changes. | 59.5 | 56.8 |
| 42. Most of my teachers relate their subjects to the "real world" outside of school. | 25.0 | 29.8 |
| 43. High school is helping me learn things I can use on a job. | 60.7 | 58.4 |
| 44. I believe it is important to consider future demands for different occupations as I plan my high school program and/or post high school training. | 93.4 | 88.7 |
| 45. I believe the occupation I choose will affect the kind of life I will have off the job. | 94.0 | 84.0 |
| 46. I believe I should prepare for a group of related jobs as well as for a specific job. | 91.9 | 82.9 |
| 47. High school is preparing me for a "next step" beyond high school in either a job or further education. | 75.7 | 68.0 |
| 48. My school counselor has provided me with enough information about occupations. | 29.7 | 33.6 |
| 49. My school counselor has told me about entrance requirements for various continuing education programs. | 44.1 | 47.2 |

| Items | Percent of positive Responses (SA + A) Dec. 1972 | May 1973 |
|---|---|---|
| 50. My school counselor has told me about the requirements necessary for entrance into occupations of interest to me. | 32.6 | 33.1 |
| 51. Our school library or IMC is a good place to get information about jobs. | 76.8 | 74.8 |
| 52. School has helped me accept the responsibility for my own career planning. | 67.2 | 69.1 |
| 53. I have talked with some of my friends about my career plans. | 75.5 | 77.4 |
| 54. I have talked with some of my teachers about my career plans. | 28.2 | 37.9 |
| 55. I have talked with my parents about my career plans. | 86.7 | 81.3 |
| 56. I have talked with my school counselor about my career plans. | 32.6 | 45.6 |
| 57. I have learned how to organize my thinking about myself as an aid to career planning. | 72.9 | 66.7 |
| 58. I must be prepared to change my plans. | 94.1 | 86.7 |